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ABSTRACT

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on criteria for assessing mastery of the professional competencies (skills) important to teacher-coordinators in cooperative vocational education programs. An overview of competency-based vocational teacher education (CBTE) and of the exemplary CBTE project is provided. Part 1 describes the competency identification phase including review of research, questionnaire survey of a random sample of 150 teacher-coordinators from all types of schools in Florida, the findings (competencies), and conclusions, which suggest that since there were a large number of professional competencies considered important by Florida's teacher-coordinators, the present certification requirements may be insufficient to adequately prepare qualified teacher-coordinators. Part 2 describes the procedure for identifying and validating of specific assessment criteria for assessing mastery of the competencies and lists the criteria in a 10-page table under 73 competency statements, grouped into the following categories: (1) Program planning, development, and evaluation, (2) instruction in school, (3) on-the-job instruction and coordination, (4) management, (5) guidance, (6) instructional evaluation, (7) school-community relations, (8) professional role and activities. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular inservice or preservice programs designed to prepare or upgrade teacher-coordinators in cooperative vocational education programs.

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EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT:

COOPERATIVE VOCATIONAL EDUCATION COMPONENT

COMPETENCY AND CRITERIA IDENTIFICATION PHASE:

PROFESSIONAL COMPETENCIES AND ASSESSMENT CRITERIA FOR TEACHER-COORDINATORS IN COOPERATIVE VOCATIONAL EDUCATION PROGRAMS IN FLORIDA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Final Report of
Competency and Criteria Identification Phase
Of Cooperative Vocational Education Component

Project No. VTAD-5 #6-0128

From September, 1975 to June, 1976

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT COOPERATIVE VOCATIONAL EDUCATION COMPONENT

PROFESSIONAL COMPETENCIES AND ASSESSMENT CRITERIA FOR TEACHER-COORDINATORS IN COOPERATIVE VOCATIONAL EDUCATION PROGRAMS IN FLORIDA

Program of Vocational Education
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The project reported herein was conducted pursuant to a grant from the Division of Vocational-Technical Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

FOREWORD

The competency-based teacher education (CBTE) movement is being explored as a viable alternative to the traditional time-based, course oriented approach to teacher education. The field of vocational-technical teacher education has been involved in CBTE for some time. Several states and teacher education institutions are developing and implementing competency-based programs aimed at preparing and certifying professionally competent vocational educators at various levels. Florida's commitment to competency-based vocational teacher education is well-known.

In an effort to promote CBTE for vocational education, the Florida Department of Education, Division of Vocational Education, funded the initial phase of an exemplary competency-based vocational teacher education project at Florida State University. This project, called Project ACTIVE, is aimed at developing a viable competency-based approach to preparing vocational teachers, administrators, supervisors, and related professionals.

Several individuals have contributed significantly to the progress of this project. Mr. Joe Mills, Director of Vocational Education, Division of Vocational Education, Florida State Department of Education, and Dr. Kenneth Eaddy, Chief, Bureau of Vocational Research, Dissemination and Evaluation, have demonstrated their personal and professional commitments to the competency-based approach. Their support and leadership have made this project possible.

The Cooperative Vocational Education component of the project had several contributors. The project staff wishes to acknowledge the valuable contribution made by jury members who validated preliminary competency statements and assessment criteria. Their input has added greatly to the validity of the project findings. The reader should refer to pages 26 and 46 for a complete listing of jury members. Dr. Dolores Robinson, Vocational Education, Florida State University, assisted with the Cooperative Vocational Education component of the project. Finally, vocational educators throughout Florida who responded to the survey instrument are gratefully acknowledged.

Robert E. Andreyka
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This report is one of a series that focuses on the competency and criteria identification phase of the Exemplary Competency-Based Vocational Teacher Education Project at Florida State University. Each report covers one of the teaching, leadership, or special needs components within the project. This series of reports is listed below:

Report No.

TEACHING COMPONENTS

1. COOPERATIVE VOCATIONAL EDUCATION
2. INDUSTRIAL ARTS (competency ident. only)
3. TRADE AND INDUSTRIAL (also delivery system)
4. VOCATIONAL BUSINESS EDUCATION

LEADERSHIP COMPONENTS

5. ADMINISTRATION/SUPERVISION
6. CAREER EDUCATION
7. RESEARCH AND EVALUATION

SPECIAL NEEDS COMPONENTS

8. DISADVANTAGED
9. HANDICAPPED

TABLE OF CONTENTS

FOREWORD iii

LIST OF TABLES vii

LIST OF FIGURES vii

OVERVIEW 1

COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION . . . 3

Origin of the CBTE Movement 3
Need for Competency-Based Vocational Teacher Education 4
Competency-Based Vocational Teacher Education Programs 5
Competency-Based Vocational Teacher Education in Florida 7

EXEMPLARY CBTE PROJECT AT FLORIDA STATE UNIVERSITY . 9

Goals and Objectives 9
Conceptual Model 10
Competency and Criteria Identification Phase 15

COOPERATIVE VOCATIONAL EDUCATION COMPONENT 17

PART I--COMPETENCY IDENTIFICATION PHASE 19

CHAPTER

1. Introduction--Competency Idenfification Phase 19
2. Review of Related Research 23
3. Methodology for Identifying Competencies . 25
4. Findings and Discussion--Competencies . . 29
5. Conclusions 41

PART II--CRITERIA IDENTIFICATION PHASE 43

6. Methodology for Identifying Criteria . 45

Need 45
Purpose 45
Validation by Jury 46

7. Findings--Criteria 47

APPENDIXES 59

BIBLIOGRAPHY 81

LIST OF TABLES

TABLE		Page
1.	Sample Included in Study	26
2.	Questionnaire Returns	29
3.	Age of Respondents by Group (%)	30
4.	Sex of Respondents by Group (%)	30
5.	Number of Years in Present Position (%)	30
6.	Highest Degree Held (%)	31
7.	Percent of Time Spent on Instruction	31
8.	Percent of Time Spent in Coordination	32
9.	School Level of Respondents	32
10.	Importance Ratings of Competencies By Teacher-Coordinators	34
11.	Important Competencies Common to All Six Groups	39
12.	Assessment Criteria for Competencies	49

LIST OF FIGURES

FIGURE		
1.	CBTE Conceptual Model	11
2.	Explanation of Elements of Conceptual Model	12

OVERVIEW

OVERVIEW

COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION

Very few movements in education have received more widespread attention than the competency-based teacher education (CBTE) movement. Houston and Howsam (1972) reported that rarely, if ever, has any movement swept through teacher education so rapidly or captured the attention of so many in so short a time as has the competency-based movement. Already well underway, the approach offers promise of renovating and regenerating teacher education. Equally significant, the authors added, it appears probable that it will do so in record time.

For those who doubt whether competency-based teacher education is with us to stay, the following sampling of national involvement in CBTE may be somewhat surprising (Andreyka and Blank, 1976):

- over 30 states report either legislative/administrative support for CBTE or are studying the concept seriously;
- nearly a hundred teacher education institutions report either "total" CBTE programs or alternative programs;
- there are at least 20 national consortia, institutes, centers or other groups whose primary or major function is the promotion of the CBTE movement; and
- literally hundreds of articles, position papers, monographs and other publications dealing specifically with CBTE appear monthly.

It seems, then, that much of the time we now spend philosophizing and debating the relative merits and demerits of CBTE and whether it will survive should, perhaps, be directed toward implementing the concept and making it work.

Origin of the CBTE Movement

Like any major educational trend, it is impossible to establish the exact date marking the beginning of the competency-based teacher education movement. The concept seems to have evolved slowly and steadily during the past two decades. Schmieder (1973) has identified some of the motivational forces that appear to have given impetus to the CBTE movement:

1. Introspection of the Educational Community
2. Emphasis on accountability

3. Increased focus of political action on fiscal issues

4. Management organization movement

5. Press for personalization and individualization of education

6. Desire of state education departments to develop more effective certification processes and standards.

Elam (1971) in one of the earliest in-depth looks at the competency-based teacher education movement, placed the origins of CBTE somewhat earlier. He pointed out that CBTE predates the current rage for accountability and most probably has its roots in the general conditions present in society and the institutional responses to them characteristic of the Sixties.

The vocational teacher education field has been involved in the CBTE movement for some time. Early studies by Walsh (1960), Courtney (1968), Crawford (1967), Ratner (1967) and others were aimed at identifying competencies important to vocational and technical teachers and related personnel. The comprehensive competency-based vocational teacher education research and development project at the Center for Vocational Education (Cotrell, et al, 1971) was begun in 1967, before the development of much of the current popularity of CBTE.

Need For Competency-Based Vocational Teacher Education

For many years, vocational and technical teachers, administrators, supervisors and related personnel have received their professional preparation in traditional university-based programs. These programs usually consist of a series of courses focusing upon the acquisition of knowledge and which culminate in a paper and pencil evaluation. This course-oriented approach for preparing teachers and individuals in leadership roles is coming under criticism for not meeting the real needs of practitioners (Finch and Hamilton, 1975; Norton et al, 1975).

Among the shortcomings associated with the traditional approach are:

1. Objectives are vague or general

2. Program is content and textbook-oriented

3. Assessment is only cognitive in scope

4. Content and objectives are based upon tradition

5. Program focuses on general principles but seldom relates these to the problems faced by educators

6. Instruction is not tailored to the needs of individuals

7. The end product is not systematically evaluated

8. Minimum standards of acceptable performance are not established.

Finch and Hamilton (1975) reported that many of the professional courses completed by vocational and technical teachers are offered in random sequence and often focus on principles and techniques related only generally to the teacher's actual role in the classroom and laboratory. Schaefer (1971) reported that present vocational teacher education programs amount to nothing more than small encounters with a large and complex personnel development problem.

Competency-Based Vocational Teacher Education Programs

An increasing number of vocational-technical teacher education programs are exploring the competency-based approach for preparing teachers, administrators, supervisors, and related professionals. Some programs have primarily focused on the professional needs of teachers in particular service areas while others have addressed the professional needs of vocational-technical educators in several service areas and levels. While space does not permit a detailed review of competency-based vocational-technical teacher education programs currently in operation, the following does give a brief overview of some CBTE research and development activities which have focused on identifying competencies needed by vocational educators at various levels and in several service areas.

A study by Courtney (1968) identified the need for a common core approach to competency identification. Courtney reported that much of the controversy surrounding teacher education deals with determining what should be included in programs. A second study (Courtney and Halfin, 1969) involved the identification of professional competencies needed by instructors in vocational agriculture, home economics, trade and industrial education, distributive education, and business education. Forty randomly selected teachers from four different states participated in the study. An important aspect of this research was the use of factor analysis for grouping competencies into categories.

Spaziani and Courtney (1971) conducted a research project in which secondary and community college teachers were asked

to rate 99 professional competencies. The rating scale used was an adaptation of Bloom's taxonomy of educational objectives (Bloom, 1956). Competencies were rated according to level of proficiency needed by teachers: knowledge, comprehension, application, analysis, synthesis, or evaluation.

Terry, Thompson, and Evans (1972) completed a study in Illinois in which 107 vocational educators from all service areas were assembled and asked to identify and categorize professional competencies needed by vocational and technical teachers. Four-hundred-seventy-seven competencies were identified in this manner.

A comprehensive common core CBTE research and development project was conducted by the Center for Vocational Education at The Ohio State University (Cotrell et al., 1971). First, professional competencies (performance elements) common to teachers in all vocational service areas were identified as well as additional competencies important to teacher-coordinators in cooperative vocational education programs. Performance-oriented objectives were then developed for each performance element identified. A total of 384 performance elements were identified by the Center's research.

Next, self-instructional curricular materials based upon the competencies previously identified were developed. Modules were developed that were designed to help teacher trainees attain specific professional competencies. More than 100 separate modules in 10 categories were developed that incorporated the 384 performance elements (Center for Vocational Education, 1974).

These competency-based teacher education modules underwent advanced testing at Colorado State University, Rutgers University, and Florida State University during 1975 (Center for Vocational Education, 1975). Ten additional test sites were added during the Fall of 1975, one in each of the 10 United States Office of Education regions (Hamilton, 1975).

Volger and Patton (1974) reported on a department-wide CBTE program in the University of Michigan occupational educational program. This program was designed to prepare trade and industrial, health occupations, vocational business, and distributive education teachers with generic professional competencies. This program began in 1971 and is now fully implemented. Competencies originally identified by the Center for Vocational Education constituted the basis of the program.

Competency-Based Vocational Teacher Education In Florida

There has been a considerable amount of research and development activity in competency-based vocational-technical teacher education in Florida. In its 1974 report, the Florida State Advisory Council for Vocational-Technical Education recommended that efforts to identify unique competencies needed by teachers in specific vocational program areas be continued and upgraded (Florida Department of Education, 1974). It was reported that during fiscal year 1974 work was begun in State Department funded projects to identify unique professional competencies in home economics, industrial, and diversified education.

In a publication entitled The Florida Program For Improving the Training, Evaluation, and Licensure of Educational Personnel (Florida Department of Education, 1971) it was reported that the executive committee of the Teacher Education Advisory Council requested that a plan be devised to improve teacher education and certification in this state. Current research and development activities reported included:

1. Develop comprehensive statements of teacher competencies and develop instruments for assessing them

2. Conduct research to demonstrate the relationship between teaching competency and student learning

3. Identify and produce material for training teachers and other educational personnel in specified competencies

4. Assist institutions and school districts with staff development for teacher training personnel.

A study was conducted in 1972 (Lima) to identify competencies important to Florida's business education teachers. In 1974, a study was conducted in Florida aimed at identifying common and unique competencies for teacher coordinators in work experience and diversified cooperative training programs. A study completed in 1975 (Perkins) identified 164 professional competencies important to Florida's trade and industrial education teachers.

Phase I of a competency-based teacher education project aimed at trade and industrial education teachers has been completed in the state of Florida (Andreyka, 1975). This program has identified 32 entry level competencies needed by that state's T & I teachers. Also identified were assessment criteria that may be used to assess mastery of the competencies. The project also involved the review of samples of competency-based teacher education instructional materials available from

throughout the country. A wide variety of individuals was involved in competency and criteria identification and validation. Participating were trade and industrial education teachers, administrators and supervisors, teacher educators, state department representatives, Board of Regents representative, and the Florida Industrial Education Association.

Phase II of this project addressed four major issues involved in implementing CBTE. These issues were implementation of CBTE in the university setting, development of a viable preservice and inservice program and the identification of alternative funding sources for competency-based teacher education.

A study completed in 1976 (Blank) identified over 100 professional competencies important to community college technical instructors in engineering, health, distributive, business, and public service technologies in Florida.

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT AT FLORIDA STATE UNIVERSITY

Florida State University as well as other universities in Florida and throughout the nation currently prepare teachers and related professionals using the traditional course-oriented approach. These traditional teacher education programs usually vary in content relevance and overall program quality. The FSU Competency-Based Vocational Teacher Education Project was initiated because of feelings by many vocational educators that traditional university courses might not be meeting the real needs of vocational teachers and related professionals.

The Exemplary Competency-Based Vocational Teacher Education Project at Florida State University is aimed at developing and implementing a totally competency-based professional vocational education program. Called Project ACTIVE (Attaining Competence for Teaching In Vocational Education), the project's intention is to overcome many of the shortcomings of the traditional course-oriented approach to preparing professionally competent vocational and technical teachers and related personnel. This is an exemplary project and could serve as a research base for developing a CBTE model for other Florida universities and also other states.

This report is one of a series and it focuses on one component of the project. Other reports have been prepared describing the other teaching, leadership and special needs components within the project. This series of reports covers the initial phase of the project: *Competency and Criteria Identification.* Listed below is the report number for each component.

Goals and Objectives

The long-range goal of the project is to develop an exemplary competency-based vocational teacher education and leadership development program. The project is aimed at meeting the professional needs of the following groups, both at the preservice and inservice levels:

Report No.

TEACHING COMPONENTS

1. Cooperative Vocational Education
2. Industrial Arts
3. Trade and Industrial
4. Vocational Business Education

LEADERSHIP COMPONENTS

5. Administrators/Supervisors
6. Career Education Specialists
7. Researchers

SPECIAL NEEDS COMPONENTS

8. Disadvantaged
9. Handicapped

The research effort was designed to accomplish the following objectives:

**1. Identification and validation of professional competencies (skills) important to vocational teachers and professional support personnel.

**2. Identification and validation of specific assessment criteria for assessing mastery of competencies.

3. Development and/or adoption of performance-based, self-paced learning packages designed to help participants master important competencies.

4. Development of evaluation instruments and strategies providing for objective assessment of competency mastery while the participant is performing in an actual school situation.

5. Implementation of a competency-based program in a traditional university setting.

6. Development of instruments and strategies for overall program evaluation.

**The first two objectives have been accomplished and they are the focus of this series of reports.

Conceptual Model

The first step in the exemplary project was to develop the conceptual framework of the CBTE program. After reviewing various conceptual models of CBTE programs (Elam, 1971; Houston and Howsam, 1972; Norton et al, 1975) the project staff developed a model which would be suitable for vocational-technical teacher education (Andreyka and Blank, 1976). Figure 1 shows a schematic of this model while Figure 2 explains each element of the model in more detail.

Figure 1

CBTE CONCEPTUAL MODEL

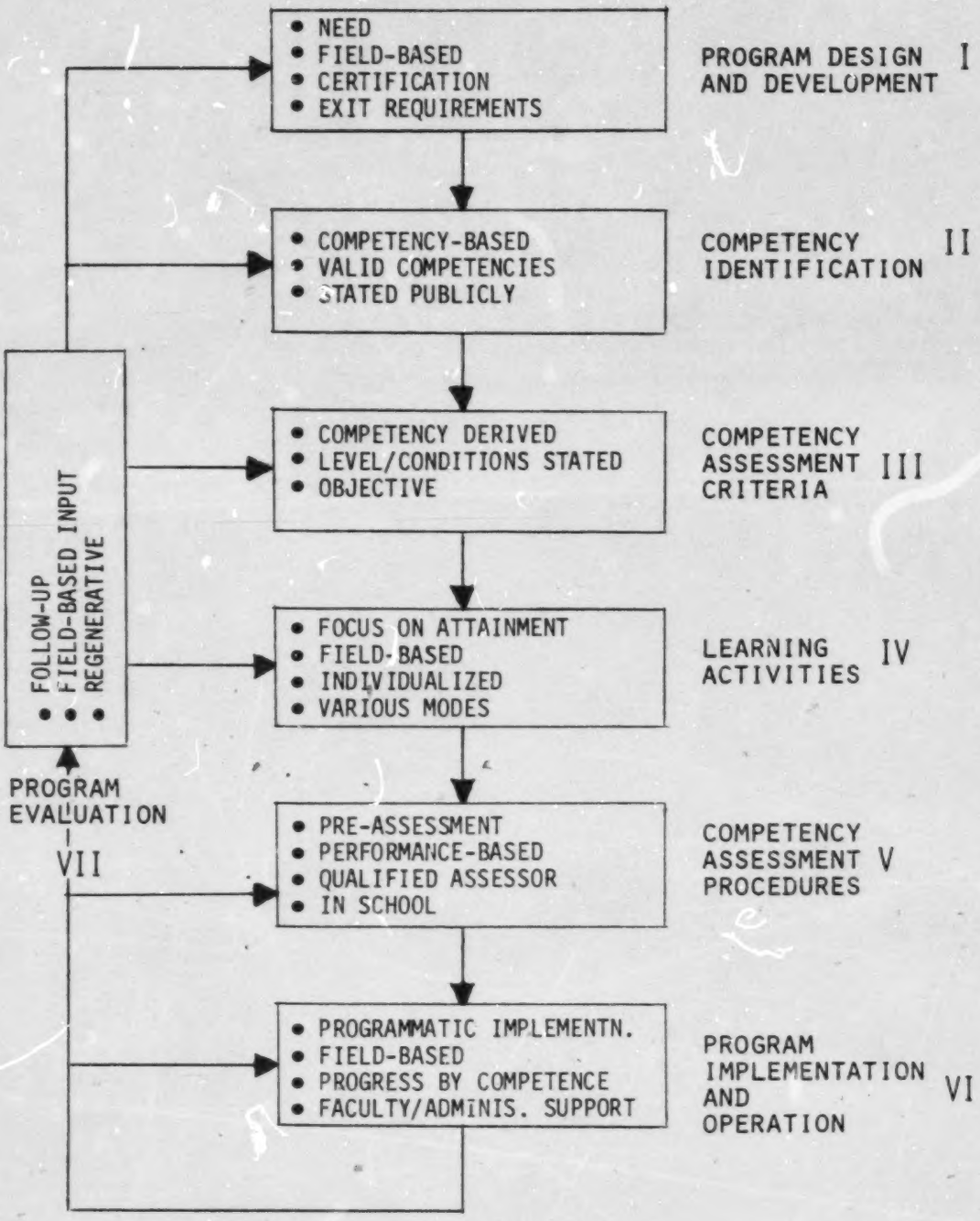

Figure 2

Elements of CBTE Conceptual Model

I. Program Design and Development

A. *Need Identification.* A thorough statement should be provided on the need for the program, including its advantages over the present program and benefits to prospective teachers and their potential students.

B. *Field Based Design Effort.* Evidence should be available that input was received from teachers, state department personnel, parents, students, principals, advisory committees and professional organizations during program design.

C. *Certification.* Program should produce certifiable individuals; certification personnel should be consulted to allow for certification by mastery of competencies rather than by course completion.

D. *Emphasis on Exit Requirements.* The program should place primary emphasis on recording mastery of competencies and eliminating non-relevant entrance requirements.

II. Competency Identification

A. *Basis for Program.* The program should be based solely on appropriate prespecified competencies that have been identified as being important to teachers.

B. *Valid Competencies.* Competencies should be validated by consensus of opinion of qualified experts, or sound research base such as task analysis, teacher poll, literature search or other.

C. *Statement of Competencies.* Teacher trainees should be able to demonstrate, whenever possible, the mastery of competencies as they are stated, and competencies should be made public in advance.

III. Competency Assessment Criteria

A. *Derived from Competencies.* Criteria for assessing competency mastery should be based solely on the competencies themselves.

B. *Expected Level of Performance and Conditions.* The

expected level of performance for successful mastery and under what conditions should be stated and made public in advance.

C. *Objective Assessment Criteria.* Assessment criteria should be specific and objective and based on observable performance by teacher trainee.

IV. Learning Activities

A. *Focused on Competency Attainment.* Learning activities should be focused solely on helping teacher trainees master pre-specified competencies.

B. *Field Based.* Learning activities should be based on actual teaching conditions wherever practical.

C. *Different Modes Available.* Various modes of instruction should be utilized including mediated instruction.

D. *Individualized Instruction.* Self-instructional and self-paced instruction should be available where practical.

V. Competency Assessment Procedures

A. *Pre-Assessment.* Opportunities should be available for pre-assessment for diagnostic purposes and to permit credit for competencies already mastered.

B. *Based on Performance.* Competency mastery should be based primarily on teacher-trainees performance and/or desired change in behavior of students.

C. *Setting.* Assessment should be carried out in an actual school setting whenever practical.

D. *Qualified Assessor.* Assessment should be carried out by one or more qualified resource persons who have teaching experience.

VI. Program Implementation and Operation

A. *Programmatic Implementation.* Total program should be competency based rather than course by course substitution.

B. *Faculty/Administrative Support.* Program should have necessary faculty and administrative support to function on a competency based format.

C. *Field Based.* Program implementation should involve teachers, state department, parents, principals, professional organizations, students and others.

D. *Progress by Competence.* Teacher trainees should proceed through program based on competency mastery rather than by course or time frame.

VII. Program Evaluation

A. *Follow-up.* Follow-up procedures should be established to determine if graduates are as effective as graduates from other programs.

B. *Field Based.* Program evaluation should receive input from various sources in the schools.

C. *Used for Program Improvement.* Program evaluation data should be used directly to improve the program.

Competency and Criteria Identification Phase

This series of reports covers the initial phase of the project which identified professional competencies important to practitioners in each component of the project. Also identified were specific assessment criteria that may be used to assess mastery of the competencies. Subsequent phases of the project will be based upon these professional competencies identified and validated as important to vocational teachers, administrators and related support personnel throughout Florida. Professional competencies important to practitioners within each area of the project were identified, along with assessment criteria, by surveying vocational educators in the field.

Preliminary lists of competencies were identified in each component within the three major areas of the project--teaching, leadership and special needs. Each preliminary competency list was submitted to a jury consisting of persons with expertise in the appropriate area, for preliminary validation. Jury members had broad latitude to revise, add, or delete competency statements.

Based on comments of jury members, the competency statements were revised, compiled on a survey instrument, and submitted to a sample of practitioners in the field for each component of the project with the assumption that teachers and other professionals were qualified to identify competencies most important to them.

These survey instruments were mailed to vocational and technical teachers, administrators, supervisors, researchers, career education specialists and cooperative vocational education teacher-coordinators. These individuals rated each competency as to its importance to them in their positions. Data from returned instruments were analyzed to identify significant differences among sub-groups within each component.

For each competency validated as important, specific, objective assessment criteria were written that may be used by an evaluator to assess whether individuals have mastered the competency. Preliminary criteria statements were written for each competency, submitted to a jury comprised of individuals with expertise and experience in that particular area, and revised based upon a synthesis of jurors' comments.

Later phases of the project will include the adoption and development of learning materials, development of assessment strategies and instruments, implementation in the university setting, and development of program evaluation techniques. This report describes the competency and assessment criteria identification phase for one component within the project. Additional reports have been prepared describing the competency and criteria identification phase of the other teaching, leadership and special needs components.

PART I

COOPERATIVE VOCATIONAL EDUCATION COMPONENT—

Competency Identification

CHAPTER 1

INTRODUCTION - COMPETENCY IDENTIFICATION PHASE

Teacher-coordinators in cooperative vocational education are called upon to perform many tasks in their roles as vocational instructors and coordinators of job-related experiences for students. Research aimed at identifying what these tasks are might lead to more efficient and effective programs for preparing teacher-coordinators.

Cooperative vocational education is defined as an "educational program developed through a cooperative arrangement between the school and employers in the community for the purpose of providing students with an opportunity to alternate in-school academic and vocational instruction with entry level employment in any occupational field." (Butler and York, 1971).

Six types of cooperative vocational education programs in the state of Florida were included in this study. These were:

1. Work Experience (W.E.)
2. Diversified Cooperative Training (D.C.T.)
3. Cooperative Business Education (C.B.E.)
4. Job Entry (J.E.)
5. School-Industrial Education (S.I.E.)
6. And, cooperative programs at the community college level.

The Florida State Department of Education (DOE) defines these six programs (Fla. State Dept. of Education, 1974) as follows:

Work Experience (W.E.) programs are designed for the potential school leaver. These programs are planned to encourage students to stay in school by teaching employability skills and relating these skills to on-the-job experiences. To be enrolled in Work Experience, students must be at least 14 years old and enrolled in either seventh-, eighth-, ninth- or tenth- grades.

Diversified Cooperative Training (D.C.T.) programs are designed for eleventh- and twelfth- grade students. These students enrolled in D.C.T. receive on-the-job training in a wide variety of occupations, thus the name "diversified." D.C.T. students gain entry level on-the-job skills which will enable them to pursue either full-time employment or additional post-secondary training upon high school graduation.

Cooperative Business Education (C.B.E.) programs are designed for those business students who have already acquired basic business skills and want to further develop those skills by working on the job. Students entering the Cooperative Business Education program must have completed at least one year of typewriting.

Job Entry (J.E.) programs are designed for twelfth-grade students who have completed a majority of their graduation requirements and wish to gain credits towards graduation from on-the-job training. Job Entry students must have completed at least one year of a vocational subject. These students work full-time during their senior year and do not have any scheduled classes on their high school campus.

School-Industrial Education (S.I.E.) is designed for students currently enrolled in an industrial education course of study who have completed at least one-half of the required classroom hours. These students receive additional skill and practical training at the job site. All secondary level students must be enrolled in the twelfth grade.

Persons working in Cooperative Vocational Education programs vary not only by program, but by position levels. Teacher-coordinators provide students with classroom instruction related to their on-the-job training. Teacher-coordinators are employed in every cooperative program included in this study. Job coordinators and industrial coordinators may provide input to cooperative programs in specific vocational areas. These coordinators spend much of their time "coordinating" students' classroom knowledge with specific job experiences. This type of coordinator may act as a liaison between the school and the employer.

Because there may be numerous cooperative programs in individual schools, an over-all director is sometimes employed. This director supervises all the cooperative programs and may or may not have direct student contact. The county-wide cooperative program director oversees the total cooperative vocational education program in a particular county, ensuring that all programs operate smoothly and effectively.

Cooperative vocational education programs in Florida are found at the middle and high school, area vocational-technical center, and community college levels. These different types of programs reflect the varying levels of maturity and different career goals of the students enrolled in them. The philosophy and goals of cooperative education at the middle and high school levels are different from those of the area vocational-technical centers and the community colleges. Students enrolled in cooperative education at middle and high schools can range from the alienated youth to students highly motivated towards entering a particular vocational service area.

At the area vocational centers, students generally have completed training in a specific vocational field and apply and add to their classroom knowledge while on-the-job through cooperative education training. Programs at the community college level vary widely from college to college. Here, cooperative vocational education can mean general employment in an internship setting where specific skills are tested on-the-job.

Several vocational educators (Crawford, 1969; Cook, 1966; Samson, 1964) have asserted the need for research to determine the competencies most important to teacher-coordinators in these types of cooperative vocational education programs. Preservice and inservice teacher education programs based on these competencies should produce better prepared teacher-coordinators.

Need

The competency-based approach to teacher education insures that the prospective teacher-coordinator learns not only facts but can perform those skills important to a successful teacher-coordinator. Teacher education programs that provide training for prospective teacher-coordinators have traditionally relied upon a series of courses designed to insure the teacher-coordinator's success in developing students' vocational skills. Florida teacher-coordinator certification requirements specify development of competencies in the broad areas of (1) philosophy of vocational education, (2) vocational guidance principles, and (3) organization, coordination and instructional methodology for cooperative vocational education areas (Florida State Department of Education, 1973). Teachers who have completed course work in these areas often find that the skills actually needed by the teacher-coordinator were not included in this series of courses.

Purposes

In order to develop and implement a competency-based program to prepare teacher-coordinators, the professional competencies most important to those being served should be identified. Appropriate learning activities and evaluation strategies may then be developed.

The primary purpose of this study was to identify professional competencies important to teacher-coordinators in Florida's cooperative vocational education programs at various levels. A second purpose was to develop assessment criteria that may be used for evaluating competency mastery.

CHAPTER 2

REVIEW OF RELATED RESEARCH

In reviewing various projects and reports dealing with the broad field of cooperative vocational education, one author indicated that the most important factor for providing effective cooperative vocational education is the teacher-coordinator, because he or she serves as the link between the school and employers in the community (Butler and York, 1971). The preservice training, work experience, instructional techniques, and interest in the students and program of the teacher-coordinator all help to determine the success of cooperative vocational education programs.

Samson (1964), in reviewing research relating to characteristics and competencies of distributive education teachers, stated that the problem is "to identify the kinds and amounts of each of these competencies which distinguish between acceptable and unacceptable performance in order to provide specific goals for use in curriculum development and for teacher evaluation." Crawford (1969) attempted to identify the critical tasks and competencies required of prospective teacher-coordinators of distributive education. Crawford included categories of competencies such as curriculum development, teaching methods, understanding of teaching methods, understanding human growth and development, guidance, public relations, coordination, and program administration.

Schenk (1969) conducted a study identifying the difficulties of beginning business teachers. He found that work-related experience should be a prerequisite for teaching. Cook (1966) utilized a team of experts in business education to determine the minimum requirements for office occupation teachers. Various studies attempted to identify competencies of teacher-coordinators by first defining their "roles." Superintendents, principals, and teacher-coordinators were consulted and they provided varying opinions about the teacher's role (Loyd, 1965, Helling, 1965, and Goodman, 1969). Other studies analyzed teacher attitudes and opinions (Brown, 1965, Bratner, 1964, Miller, 1966, and Bobbitt, 1969).

A comprehensive CBTE research and development project at the Center for Vocational Education was begun in 1967 (Cotrell et al., 1972). This project identified 384 performance elements (competencies) needed by vocational-technical teachers in all service areas and at all levels. Included in these 384 performance elements were tasks important to teacher-coordinators in various types of cooperative vocational programs.

A series of publications by the ERIC Clearinghouse on Vocational-Technical Education identified many skills and knowledges needed by teacher-coordinators and related professionals involved in cooperative programs. The first in this series, What Teacher-Coordinators Should Know About Cooperative Vocational Education (Butler and York, 1971) focuses on things teacher coordinators should know. Two additional publications, What School Administrators Should Know About Cooperative Vocational Education (Butler and York, 1971) and What State Leaders Should Know About Cooperative Vocational Education (York and Butler, 1971) deal with aspects of cooperative vocational education that administrators and leaders should be familiar with. In Review and Synthesis of Research on Cooperative Vocational Education, Wallace (1970) reviewed several areas dealing with teacher-coordinator roles. Among these areas were teacher-coordinator personality, crical behavior of teacher-coordinators, teacher attitudes and opinions, and others.

A study in the state of Florida (Jaeschke and Swinney, 1975) identified various competencies important to teacher-coordinators in work experience and diversified cooperative training programs.

A second Florida study (Lima, 1972) identified several competencies important to teacher coordinators in cooperative business education programs in Florida.

In a study in 1972 (Cotrell, et al) entitled Model Curricula for Vocational and Technical Teacher Education, Report No. 3, several objectives of identifying pedagogical performance requirements of vocational teachers and technical teacher-coordinators of cooperative programs in off-farm agricultural distributive, wage-earning home economics, office occupations, special needs, and trade and industrial education were outlined. They were: (1) to identify the performance elements required for teacher-coordinators in each of the six programs, and (2) to identify the performance elements common to a majority of the programs studied and those unique to one of a few programs.

CHAPTER 3

METHODOLOGY FOR IDENTIFYING COMPETENCIES

The methodology utilized for the study was a descriptive survey using a questionnaire distributed by mail to cooperative vocational education teacher-coordinators serving in cooperative vocational education programs in Florida (during 1975-76).

Selection of the Subjects

The population for the study consisted of all teacher-coordinators in Florida in Work Experience, Diversified Cooperative Training, Cooperative Business Education, Job Entry, School-Industrial Education, and cooperative programs at the community college level. A sample of teacher-coordinators was chosen in the following manner:

A random sample of 150 teacher-coordinators was selected from lists of teacher-coordinators in various middle-school and high school cooperative vocational education programs supplied by the Florida State Department of Education, Division of Vocational Education. In order to include teacher-coordinators from the state's area vocational technical schools and community colleges, all area school directors, community college occupational deans, or appropriate directors of cooperative programs were asked to recommend two teacher-coordinators from their schools to be included in the study. Table 1 shows the number of teacher-coordinators from middle/high schools, area vocational-technical schools, and community colleges included in the study.

Development of the Instrument

A preliminary list of teacher-coordinator professional competencies was developed based on the review of literature and related research. Although preliminary competency statements were derived from several sources, there was a heavy reliance upon the following materials:

1. Model Curricula for Vocational and Technical Education (Report No. IV) by Calvin Cotrell et al, 1972.

2. A Project to Develop a Catalog of Business Education Teacher Competencies with Accompanying Performance Based Units by Judy Lima, 1972.

3. A Needs Assessment to Determine Common and Unique Competencies as Perceived by Work Experience and Diversified Cooperative Training Teacher Coordinators in the State of Florida by Donald Jaeschke and Jane Swinney, 1975.

4. What Teacher-Coordinators Should Know About Cooperative Vocational Education by Ray Butler and Edwin G. York, 1971.

These and other studies dealing with the identification of professional competencies important to teacher-coordinators were reviewed to identify preliminary competency statements for the survey instrument.

Table 1

Sample Included in Study

School Level	N
Middle/High School	148
Area Vocational-Technical Center	44
Community College	44
Total	236

Validation by Jury

The preliminary competency statements were submitted to a jury consisting of individuals with expertise and experience in cooperative vocational education. The jury consisted of:

1. Miss Carolyn Allen, Business Education Instructor, Pasco-Hernando Community College.

2. Mr. Jack McClellan, Consultant for Diversified Occupations, Florida State Department of Education, Division of Vocational Education.

3. Mr. Talmadge Rushing, Program Director for Industrial Education, Division of Vocational Education.

4. Dr. Hollie Thomas, Associate Professor, Vocational Education Program, Florida State University.

5. Mrs. Zan Whitman, Cooperative Business Education Teacher-Coordinator, Godby High School, Tallahassee, Florida.

Jury members were encouraged to add, delete, or revise competency statements based on their judgement and experience in cooperative vocational education.

Revision of the Instrument

Based on the comments of jury members, the preliminary competency statements were revised. The revised competencies were incorportated into a survey instrument, (see Appendix A) which included 73 competencies, a section seeking data about the educational background and characteristics of respondents and several blank spaces in which respondents could add competencies they felt were important. Respondents rated each competency on a six point rating scale: 1 = very important and 6 = not important. This rating was based on the importance of each item to teacher-coordinators as they execute their teaching and coordination duties in cooperative vocational education programs.

Collection and Analysis of Data

A packet containing the survey instrument, a cover letter (see Appendix B), and a pre-addressed, postage-paid return envelope was sent to the previously identified sample. The packet was sent directly to middle/high school teacher-coordinators. The packets for teacher-coordinators in community colleges and area vocational technical schools were sent to the directors, deans, or appropriate directors of cooperative vocational education programs for distribution to teacher-coordinators.

A follow-up was undertaken in order to increase the percentage of returned instruments. A follow-up letter (see Appendix C) was sent to all non-respondents along with a second instrument and return envelope.

Data from returned instruments were transferred to punched cards and analyzed by computer. The following analysis of data was utilized:

1. A one-way analysis of variance was used to determine if significant differences existed in the mean importance ratings of competencies among the six groups of teacher-coordinators.

2. The Newman-Keuls test was used to identify the source of significant differences detected among the mean importance ratings of competencies for the six groups.

CHAPTER 4

FINDINGS AND DISCUSSION - COMPETENCIES

This section presents the findings of the study based on analysis of data from returned instruments.

Return Rates

Of the 236 survey instruments distributed to teacher coordinators throughout Florida, 156 (66%) were returned. Table 2 shows the percentage of returns for teacher-coordinators in middle/high schools, area vocational-technical schools, and community colleges.

Table 2

Questionnaire Returns

School Level	Distributed	Returned	%
Middle/High School	148	108	73
Area Vocational-Technical School	44	22	50
Community College	44	26	59
Total	236	156	66

Professional Data

In addition to the 73 competency statements, the instrument contained several items seeking information about the background and characteristics of respondents. This data provides a profile of Florida's teacher-coordinators in six cooperative vocational education programs.

Table 3 shows the age of respondents while Table 4 shows their sex. Table 5 lists the number of years respondents held their present positions as teacher-coordinators. Seventy-two percent of the respondents had held their present position five years or less.

Table 3

Age Of Respondents By Group (%)

Age	Cooperative Program						All Programs
	W.E. N=40	D.C.T. N=42	C.B.E. N=7	J.E. N=25	S.I.E. N=14	C.C. N=26	N=154
20-30	17	10	0	16	0	27	15
31-40	25	17	29	20	14	23	21
41-50	17	36	71	16	43	35	28
51-60	25	21	0	44	21	11	24
over 60	10	14	0	4	14	4	9

Table 4

Sex Of Respondents By Group (%)

Sex	Cooperative Program						All Programs
	W.E. N=38	D.C.T. N=40	C.B.E. N=7	J.E. N=22	S.I.E. N=12	C.C. N=26	N=145
Female	21	38	71	0	17	35	27
Male	79	60	29	100	75	65	72

Table 5

Number Of Years In Present Position (%)

Years	Cooperative Program						All Programs
	W.E. N=41	D.C.T. N=42	C.B.E. N=7	J.E. N=25	S.I.E. N=14	C.C. N=26	N=155
1-5	81	55	71	88	50	71	72
6-10	15	31	14	12	29	14	20
11-15	0	5	0	0	0	0	2
16-25	2	10	0	0	14	0	5
over 25	0	0	14	0	0	14	1

Table 6 shows the highest degree held by respondents. Forty-three percent of all respondents held a master's degree. Tables 7 and 8 list the percentage of time respondents devoted to instruction and coordination, respectively. It appears as if teacher-coordinators spend different amounts of their time in coordination and instruction depending on the type of cooperative program.

Table 6

Highest Degree Held (%)

Degree	Cooperative Program						All Programs N=155
	W.E. N=41	D.C.T. N=42	C.B.E. N=7	J.E. N=25	S.T.E. N=14	C.C. N=26	
High School	0	0	0	0	14	11	3
Associate	0	0	0	0	14	0	1
Bachelor's	49	45	29	56	43	8	41
Master's	46	48	71	44	7	42	43
AAE/Spec.	2	7	0	0	14	31	9
Doctorate	0	0	0	0	0	8	1

Table 7

Percent of Time Spent in Instruction

Per Cent Of Time	Cooperative Program						All Programs N=145
	W.E. N=38	D.C.T. N=40	C.B.E. N=7	J.E. N=22	S.T.E. N=12	C.C. N=26	
1-20	8	7	0	64	25	0	15
21-40	12	32	17	14	37	29	23
41-60	69	37	50	14	37	43	46
61-80	10	21	33	7	0	0	13
81-100	0	3	0	0	0	29	3

Table 8

Percent Of Time Spent In Coordination

Per Cent Of Time	Cooperative Program W.E. N=38	D.C.T. N=40	C.B.E. N=7	J.E. N=22	S.I.E. N=12	C.C. N=26	All Programs N=145
1-20	3	10	0	0	0	17	5
21-40	46	43	67	18	22	17	37
41-60	46	26	33	9	55	25	31
61-80	5	16	0	18	11	33	14
81-100	0	5	0	55	11	8	13

Table 9

School Level Of Respondents (%)

School Level	Cooperative Program W.E. N=41	D.C.T. N=42	C.B.E. N=7	J.E. N=25	S.I.E. N=13	C.C. N=26	All Programs N=154
Middle-School	15	0	0	0	7	0	7
High-School	83	91	29	96	8	0	63
Area Voc-Tech School	2	9	71	4	77	0	14
Community College	0	0	0	[illegible]	8	100	16

Importance of Competencies

Respondents rated each of the 73 competency statements according to importance to them in their present position on a six point rating scale; 1= very important; 6= not important. Table 10 shows the mean importance ratings of each competency statement for each group of teacher-coordinators. Also shown in Table 10 is the average rank of each item within each group and the average mean and average rank for all six groups. The average mean resulted from computing the simple average of the means for the six groups. The average mean was used rather than the mean for all respondents combined because of the unequal number of respondents in each group.

Numbers in parentheses appearing below the rank and mean within each group denote significant pairs identified by the Newman-Keuls test. Of the 73 competency statements on the instrument, 10 received significantly different mean importance ratings at the .05 level or better.

Item 48, which dealt with securing work permits, social security cards, and health permits for students, was rated significantly more important by work experience teacher-coordinators than by C.B.E. and job entry teacher-coordinators. This item was also rated significantly less important by community college teacher-coordinators than by C.B.E. and job entry teacher-coordinators. This may, perhaps, be due to the age differences of students in these programs.

Item 62, which involves providing students with materials on occupational opportunities was rated significantly more important by teacher-coordinators in work experience programs than by teacher-coordinators in C.B.E. and community college programs. Competency 15, dealing with developing instructional plans for individual students, was rated significantly more important by respondents in W.E. programs than by respondents in job entry and in S.I.E. programs. This item was also rated less important by W.E. teacher-coordinators than by those in C.B.E. programs.

Providing related instruction, item 17, was rated significantly more important by respondents in D.C.T. programs than those in W.E. and job entry. Five of the six groups of teacher-coordinators rated item 27, which dealt with securing equipment for related instruction, significantly different from one or more of the other gorups. There appears to be a considerable amount of difference in the relative importance. of this item among the six groups.

Respondents in C.B.E. programs rated item 22, which involves providing remedial or advanced instruction, significantly more important than those in W.E., D.C.T. and community college programs. This same item was rated significantly less important by those in job entry programs than those in these same three programs.

Teacher-coordinators in community college programs rated item 41 dealing with compliance with state and federal laws, significantly less important than those in W.E., C.B.E. and J.E. programs. Item 71, dealing with sponsoring an employer appreciation event, was rated significantly less important by the community college teacher-coordinators than by J.E. teacher-coordinators. Respondents in job entry programs rated competency 13, dealing with activities of the student organization, significantly less important than did respondents in all other programs areas except S.I.E.

Table 10

Importance Ratings of Competencies by Teacher-Coordinators

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) W.E. (1) N=14	D.C.T. (2) N=25	C.B.E. (3) N=40	J.E. (4) N=41	S.I.E. (5) N=7	C.C. (6) N=27	F Ratio
1 / 1.26	44	Maintain good work relationships with employer-trainer.	8 / 1.41	3 / 1.32	3.5 / 1.14	1.5 / 1.28	1 / 1.14	1 / 1.27	.69
2 / 1.29	51	Assist students in developing good employer-employee relationships.	2.5 / 1.27	1 / 1.19	1.5 / 1.00	3 / 1.32	3 / 1.50	6 / 1.46	1.76
3 / 1.33	50	Assist students in developing good work habits.	1 / 1.22	2 / 1.24	1.5 / 1.00	5.5 / 1.40	11.5 / 1.64	8 / 1.50	2.34
4 / 1.45	65	Maintain an effective public relations program.	8 / 1.41	15 / 1.51	5 / 1.17	5.5 / 1.40	11.5 / 1.64	13 / 1.58	.62
5 / 1.50	46	Orient students to the cooperative program.	12.5 / 1.61	5 / 1.37	16 / 1.57	14 / 1.52	6.5 / 1.57	3 / 1.35	.80
6 / 1.50	47	Prepare the student-learner for an interview with employer-trainer.	4 / 1.34	14 / 1.50	8.5 / 1.43	11 / 1.48	20.5 / 1.79	6 / 1.46	.63
7 / 1.50	63	Assist the student-learner in the solution of problems related to on-the-job training.	6 / 1.39	11 / 1.44	8.5 / 1.43	24 / 1.68	17 / 1.71	3 / 1.35	.98
8 / 1.52	45	Coordinate on-the-job training.	10.5 / 1.46	5 / 1.37	8.5 / 1.43	19.5 / 1.60	11.5 / 1.64	19.5 / 1.65	.45
9 / 1.56	66	Establish and maintain good relations with students, school personnel, parents, and the community.	2.5 / 1.27	5 / 1.38	3.5 / 1.14	1.5 / 1.28	6.5 / 1.57	6 / 1.46	1.03
10 / 1.59	58	Counsel with cooperative vocational students.	17 / 1.71	8 / 1.41	34.5 / 1.86	17 / 1.56	11.5 / 1.64	3 / 1.35	1.3
11 / 1.60	67	Communicate the Coop. Voc. Ed. concept to personnel in education, business and industry.	26 / 1.78	23 / 1.60	16 / 1.57	9 / 1.44	6.5 / 1.57	18 / 1.64	.66
12 / 1.62	55	Evaluate the student-learner's performance and personal characteristics on the job.	23 / 1.76	8 / 1.41	16 / 1.57	26 / 1.72	11.5 / 1.64	16 / 1.61	.93
13 / 1.67	54	Evaluate the student-learner's progress reports.	18.5 / 1.73	18 / 1.54	25.5 / 1.71	22 / 1.64	20.5 / 1.78	16 / 1.61	1.31
14 / 1.69	49	Assist students in obtaining appropriate wages and school credit for on-the-job training.	10.5 / 1.46	22 / 1.58	25.5 / 1.71	14 / 1.52	41 / 2.21	19.5 / 1.65	1.80
15 / 1.70	32	Insure student learners' safety and protection.	16 / 1.68	13 / 1.45	16 / 1.57	5.5 / 1.40	23.5 / 1.86	43.5 / 2.23	2.34
16.5 / 1.71	28	Keep accurate student records.	12.5 / 1.61	16 / 1.52	22 / 1.71	5.5 / 1.40	23.5 / 1.86	9.5 / 2.15	.79
16.5 / 1.71	38	Orient employer-trainer to objectives of the program.	35.5 / 1.95	11 / 1.44	34.5 / 1.86	22 / 1.64	3 / 1.50	25.5 / 1.85	1.56

* Significant at .05 level
** Significant at .01 level

Table 10 (continued)

Rank / Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) W.E. (1) N=14	D.C.T. (2) N=25	C.B.E. (3) N=40	J.E. (4) N=41	S.I.E. (5) N=7	C.C (6) N=27	F Ratio
18 / 1.73	14	Determine needs and interests of students.	8 / 1.41	25 / 1.62	34.5 / 1.86	17 / 1.56	28.5 / 2.00	13 / 1.96	1.91
19 / 1.75	59	Work with school guidance personnel in meeting needs of coop. students.	31 / 1.87	20 / 1.55	8.5 / 1.43	22 / 1.64	47 / 2.43	16 / 1.61	2.26
20 / 1.76	56	Evaluate the quality of on-the-job training student-learners receive.	35.5 / 1.95	28 / 1.68	34.5 / 1.86	29 / 1.84	6.5 / 1.57	21.5 / 1.69	.76
22 / 1.77	68	Maintain cooperation with schools in the same areas.	23 / 1.76	26.5 / 1.63	34.5 / 1.86	9 / 1.44	26 / 1.93	32 / 2.00	1.87
22 / 1.77	73	Maintain standards of teacher-coordinators.	20.5 / 1.75	11 / 1.44	42 / 2.00	17 / 1.56	17 / 1.71	40.5 / 2.19	2.00
22 / 1.77	29	Maintain a current file on jobs and employers.	18.5 / 1.73	32.5 / 1.77	34.5 / 1.86	14 / 1.52	11.5 / 1.64	9.5 / 2.08	.64
24 / 1.78	60	Interview students to obtain student-learner interest and aptitude information.	29.5 / 1.85	26.5 / 1.63	34.5 / 1.86	28 / 1.76	28.5 / 2.00	13 / 1.58	.74
25.5 / 1.79	48	Aid student-learners in procuring work permits, social security cards, and health permits.	5 / 1.37 (3,4)	8 / 1.41	16 / 1.57 (1,6)	19.5 / 1.60 (1,6)	44.5 / 2.36	57 / 2.46 (3,4)	6.27**
25.5 / 1.79	53	Develop, administer, and interpret evaluation forms for on-the-job training.	32.5 / 1.90	32.5 / 1.77	25.5 / 1.71	12 / 1.50	33 / 2.07	23 / 1.77	1.97
27 / 1.80	52	Use a student-centered teaching approach.	34 / 1.93	21 / 1.15	16 / 1.57	30 / 1.96	44.5 / 2.36	25.5 / 1.85	1.52
28 / 1.88	16	Develop a training agreement between student-learner, parent, school and employer-trainer.	37 / 1.98	46 / 2.07	25.5 / 1.71	9 / 1.44	3 / 1.50	38.5 / 2.58	1.64
29.5 / 1.89	10	Evaluate the effectiveness of the cooperative program.	40 / 2.08	40 / 1.93	25.5 / 1.71	36.5 / 2.08	28.5 / 2.00	11 / 1.56	1.21
29.5 / 1.89	35	Select training stations.	39 / 2.02	24 / 1.61	16 / 1.57	26 / 1.72	17 / 1.71	29 / 2.69	.95
31 / 1.96	6	Establish criteria for selection of student-learners in coop. programs.	32.5 / 1.90	44 / 2.00	25.5 / 1.71	26 / 1.72	33 / 2.07	50 / 2.35	1.33
32 / 1.97	18	Correlate related instruction with student-learner's on-the-job training.	38 / 2.00	30.5 / 1.71	16 / 1.57	46.5 / 2.20	28.5 / 2.00	24 / 2.35	1.23
33 / 1.98	62	Provide student-learners with materials on occupational opportunities.	14 / 1.63 (3,6)	35 / 1.85	47.5 / 2.14 (1)	31 / 2.00	51 / 2.57	21.5 / 1.69 (1)	2.48*

Table 10(continued)

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) W.E. (1) N=14	D.C.T. (2) N=25	C.B.E. (3) N=40	J.E. (4) N=41	S.I.E. (5) N=7	C.C. (6) N=27	F Ratio
34 1.99	15	Develop instructional plans for each student.	29.5 1.85 (3,4,5)	29 1.69	6 1.28 (1)	36.5 2.08 (1)	54.5 2.64 (1)	29 2.38	3.27**
35 2.01	17	Provide related instruction.	28 1.83 (2)	18 1.54 (1,4)	16 1.57	56.5 2.52 (2)	41 2.21	34 2.42	3.22**
36 2.04	37	Select employer-trainers.	51 2.41	37.5 1.87	16 1.57	33.5 2.04	38.5 2.15	43.5 2.23	1.37
37 2.06	20	Obtain suggestions from employer-trainer to guide in the selection and updating of lessons for related instruction.	46 2.24	30.5 1.71	42 2.00	49.5 2.28	23.5 1.86	43.5 2.31	2.06
38 2.10	27	Secure equipment needed for related instruction.	15 1.66 (3,4,6)	18 1.54 (3,4)	47.5 2.14 (1,2,6)	58.5 2.60 (1,2,6)	58 2.71	47.5 1.96 (1,3,4)	5.54**
39.5 2.11	34	Evaluate potential training stations.	48 2.32	41 1.95	34.5 1.86	39 2.12	17 1.71	29 2.73	1.10
39.5 2.11	70	Use services of other agencies such as the Dept. of Labor, Labor Unions, associations of employers, Chamber of Commerce, etc.	43.5 2.17	42 1.97	55 2.33	33.5 2.04	33 2.07	37 2.11	.30
41.5 2.12	22	Provide remedial or advanced instruction needed by individual students.	25 1.77 (3,4)	35 1.85 (3,4)	47.5 2.14 (1,2,6)	54.5 2.48 (1,2,6)	65 2.93	64 1.56 (3,4)	5.36**
41.5 2.12	69	Consult with state personnel, teacher educators, and heads of other cooperative programs.	43.5 2.17	53 2.17	34.5 1.86	42 2.16	43 2.28	34 2.08	.21
43.5 2.14	2	Establish needed coop. voc. ed. program.	41 2.11	55 2.34	57.5 2.43	44 2.17	23.5 1.86	29 1.96	.55
43.5 2.14	41	Assist employers in complying with all state and federal labor laws.	23 1.76 (6)	37.5 1.87	52.5 2.29 (6)	33.5 2.04 (6)	33 2.07	65 2.81 (1,3,4)	3.15**
45 2.15	36	Establish criteria to evaluate qualifications of prospective employer-trainers.	54 2.49	48.5 2.13	16 1.57	51.5 2.32	33 2.07	50 2.35	1.21
46 2.16	33	Establish criteria for evaluating the training station potential of a business or industry.	59.5 2.61	53 2.23	42 2.00	33.5 2.04	17 1.71	43.5 2.15	1.77
47 2.24	64	Assist students in finding employment after leaving program.	51 2.41	56 2.40	47.5 2.14	46.5 2.20	41 2.21	36 2.11	.53
48 2.27	57	Assist in developing a program of vocational guidance.	45 2.22	48.5 2.13	47.5 2.14	39 2.12	54.5 2.64	50 2.35	.52

Table 10 (continued)

Rank / Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) W.E. (1) N=14	D.C.T. (2) N=25	C.B.E. (3) N=40	J.E. (4) N=41	S.I.E. (5) N=7	C.C. (6) N=27	F Ratio
49 / 2.29	39	Develop a systematic training plan with the employer-trainer.	56 / 2.51	51 / 2.15	42 / 2.00	46.5 / 2.20	47 / 2.43	55.5 / 2.42	.61
50 / 2.34	11	Obtain information from the advisory committee on ways to improve related instruction and on-the-job training.	61 / 2.70	62 / 2.62	25.5 / 1.71	56.5 / 2.52	36.5 / 2.14	52.5 / 2.38	1.20
51 / 2.35	61	Interpret occupational tests to help with student-learner selection and placement.	53 / 2.42	50 / 2.15	52.5 / 2.28	53 / 2.44	62 / 2.86	29 / 1.96	1.49
52 / 2.36	31	Obtain information on personal liabilities evolving from program management.	47 / 2.27	45 / 2.05	68.5 / 3.00	42 / 2.16	38.5 / 2.15	62 / 2.54	1.45
53 / 2.37	26	Assist with budget development.	49 / 2.34	47 / 2.12	61.5 / 2.57	63 / 2.68	65 / 2.93	57 / 1.58	1.22
54 / 2.41	24	Provide related instruction and on-the-job training experiences to meet the uni e needs of disadvantaged students.	20.5 / 1.79	60 / 2.47	68.5 / 3.00	49.5 / 2.28	62 / 2.86	66 / 2.08	4.01
55 / 2.42	19	Plan future instruction based on the student-learner's on-the-job experience daily report.	51 / 2.41	43 / 1.98	34.5 / 1.86	64.5 / 2.72	51 / 2.57	59 / 3.00	1.71
56.5 / 2.45	1	Conduct or participate in a community needs survey.	62 / 2.71	66 / 2.81	52.5 / 2.29	42 / 2.16	36.5 / 2.14	60.5 / 2.59	1.68
56.5 / 2.45	12	Conduct follow-up study of former student-learners.	58 / 2.56	57 / 2.43	61.5 / 2.57	61.5 / 2.64	47 / 2.43	34 / 2.08	.80
58.5 / 2.49	9	Develop procedures for job and program transfer.	55 / 2.50	58 / 2.45	66 / 2.86	39 / 2.12	60 / 2.79	47.5 / 2.31	.84
58.5 / 2.49	30	Maintain current employment opportunities for the handicapped.	59.5 / 2.61	63 / 2.67	64 / 2.71	61.5 / 2.64	49 / 2.50	57 / 1.81	.10
60 / 2.50	43	Assist the employer-trainer's personnel in accepting the student-learner.	57 / 2.52	61 / 2.54	47.5 / 2.14	51.5 / 2.32	68 / 3.29	40.5 / 2.15	1.61
61 / 2.53	23	Provide related instruction and on-the-job training experiences to meet the unique needs of handicapped students.	42 / 2.12	59 / 2.46	66 / 2.86	54.5 / 2.48	62 / 2.86	63 / 2.36	1.27
62 / 2.60	3	Maintain an advisory committee for a cooperative vocational education program.	65 / 2.83	67 / 2.88	42 / 2.00	66.5 / 2.80	58 / 2.71	52.5 / 2.34	1.04

Table 10 (continued)

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) W.E. (1) N=14	D.C.T. (2) N=25	C.B.E. (3) N=40	J.E. (4) N=41	S.I.E. (5) N=7	C.C. (6) N=27	F Ratio
63 2.61	21	Select work experiences that will provide disadvantaged and handicapped students with some experience of success.	27 1.80	54 2.29	57.5 2.43	46.5 2.20	54.5 2.64	38.5 4.28	1.66
64 2.63	71	Sponsor an emplcyer-employee appreciation event.	63 2.74	35 1.85	61.5 2.57	58.5 2.60 (6)	65 2.93	68 3.08 (4)	3.32**
65 2.65	5	Peform task analysis of jobs.	66.5 2.88	64 2.69	61.5 2.57	64.5 2.72	54.5 2.64	54.5 2.42	.52
66 2.71	4	Secure advisory committee recommendations for training stations.	68 2.89	69 3.02	52.5 2.29	66.5 2.80	58 2.71	60.5 2.58	.72
67 2.75	13	Survey job possibilities for handicapped students.	64 2.77	65 2.74	66 2.86	71 3.00	51 2.57	46 2.56	.92
68 2.79	72	Develop appropriate co-curricular activities, such as student organizations.	70.5 3.10 (4)	39 1.90 (4)	57.5 2.43 (4)	68 2.88 (1,2,3,6)	69 3.29	69.5 3.15 (4)	4.07*
69 2.87	40	Assist the employer-trainer with development of teaching techniques.	69 2.98	68 2.93	57.5 2.43	60 2.62	67 3.14	69.6 3.15	.70
70 3.09	25	Make available bilingual related instruction and appropriate on-the-job training experiences to meet the needs of students with language barriers.	66.5 2.88	70 3.38	71 3.43	73 3.20	71 3.36	71 2.27	.57
71 3.40	7	Assist in establishing cooperative programs for younger students.	70.5 3.10	72 3.55	73 4.00	69.5 2.96	73 3.79	67 3.00	1.48
72 3.43	42	Provide a workshop to assist employer-trainers in upgrading instructional skills.	73 3.42	73 3.87	70 3.28	72 3.16	70 3.31	72 3.54	.75
73 3.44	9	Inform school administration of the weekly coordination itinerary.	72 3.30	71 3.47 (6)	72 3.57 (6)	69.5 2.96	72 3.43	73 4.28 (2,3)	2.60*

* Significant at .05 level
** Significant at .01 level

Finally, community college teacher-coordinators rated item 9, "Inform school administration of weekly coordination itinerary," significantly less important than did teacher-coordinators in D.C.T. and C.B.E. programs.

Table 11 lists those competency statements that were rated in the most important 25 percent by all six groups of teacher-coordinators. Of the 73 competencies on the instrument, 8 were rated in the most important 25 percent by all six groups.

Table 11

Important Competencies Common To All Six Groups

Item	Competency Statements
44	Maintain good work relationships with employer-trainer.
51	Assist students in developing good employer/employee relationships.
50	Assist students in developing good work habits.
65	Maintain an effective public relations program.
46	Orient students to the cooperative program.
47	Prepare the student-learner for an interview with the employer-trainer.
45	Coordinate on-the-job training.
66	Establish and maintain good relations with students, school personnel, parents, and the community.

Open-Ended Responses

In addition to the competency statements on the instrument were several blank spaces in which respondents added competencies they felt were important. Appendix D lists these open-ended responses added by teacher-coordinators of cooperative vocational education programs in Florida.

CHAPTER 5

CONCLUSIONS

Based on the findings of the study, several conclusions may be drawn. The one-way analysis of variance revealed that there were 10 (14%) competency statements that received significantly different mean importance ratings among the six groups of teacher-coordinators. It might be concluded from this analysis that the professional needs of teacher-coordinators in the five cooperative education programs and the community college cooperative programs are similar.

Analysis of data also revealed that all 73 competency statements on the instrument received an average importance rating of 3.500 (midpoint) or less on the 6 point rating scale (1= very important and 6= not important) for all six groups combined. The conclusion might be drawn that the competencies included on the instrument are important to Florida's teacher-coordinators in the five cooperative programs, plus the community college cooperative programs. Since there were a large number of professional competencies considered important by Florida's teacher-coordinators, the present certification requirements may be insufficient to adequately prepare qualified teacher-coordinators.

PART II

COOPERATIVE VOCATIONAL EDUCATION COMPONENT— Criteria Identification

CHAPTER 6

METHODOLOGY FOR IDENTIFYING CRITERIA

Need

In order to fully implement a competency-based program, a means of assessing competency mastery should be developed. Among the elements of a CBTE program identified by Elam (1971) is the use of assessment criteria which (1) are based upon specified competencies, (2) state expected levels of mastery under specific conditions, and (3) are made public in advance. Assessment criteria may allow objective assessment of competency mastery based primarily on the performance of the trainee.

Dodl and Schalock (1973) stated that the criteria for "... assessing what a prospective teacher can do (performance) should be as rigorous, as systematically derived, and as explicitly stated as the criteria for assessing either what he knows (knowledge) or what he can achieve in learners..." The author added that traditional teacher education programs have relied heavily upon knowledge criteria but that performance criteria will constitute a major force for innovation in education during the next decade.

Purpose

The purpose of this phase of the project was to develop objective, specific assessment criteria for those competencies that were rated important by Florida's teacher-coordinators. These criteria may then be used by evaluators to objectively assess whether individuals have mastered these competencies. Such criteria could be useful for preservice assessment of certain competencies in a university-based program or for inservice assessment for staff development, needs assessment, promotion and similar uses.

The project staff developed several parameters for the assessment criteria. These parameters, it was felt, would help operationalize the competency-based program by taking much of the subjectivity out of assessment. The project staff determined that assessment criteria should:

1. Include all key elements of the competency
2. Be based entirely on the competency itself
3. Be stated in past tense
4. Require only a "yes" or "no" response
5. Be as objective as possible.

Validation by Jury

Competencies receiving an average importance rating for all six groups of teacher-coordinators of 3.500 (mid-point) or less on the 6 point rating scale were considered important by the project staff for teacher-coordinators of vocational education programs in Florida. The next step in the project was to develop assessment criteria for evaluating mastery of these competencies.

The project staff developed preliminary assessment criteria for the 73 competencies considered to be important. Criteria statements were developed using the parameters discussed earlier. A jury was used to review these criteria statements and make revisions, additions, and deletions. A letter (see Appendix E) was sent to potential jury members asking them to serve. Individuals agreeing to review the preliminary criteria statements were sent a follow-up letter (see Appendix F) and a packet of materials explaining the desired criteria statements in more detail (see Appendix G). The following jury members reviewed the preliminary assessment criteria for the cooperative vocational education component.

1. Dr. Donald Jaeschke, Vocational and Adult Education, University of South Florida, Tampa, Florida.

2. Mrs. Betsey Dale, Cooperative Education Instructor, Sarasota High School, Sarasota, Florida.

3. Mr. Bert Pryor, Cooperative Education Instructor, Sarasota High School, Sarasota, Florida.

4. Mr. Chick Suchman, Cooperative Education Instructor, Venice High School, Venice, Florida.

CHAPTER 7

FINDINGS - CRITERIA

Based upon the comments made by jury members, the preliminary assessment criteria were revised. Jury members were encouraged to add, delete, or alter criteria statements based on the statements' suitability for objective evaluation of competencies. Table 12 lists the revised criteria statements for the competency statements that received a mean importance rating of 3.500 (midpoint) or less on the 6 point rating scale.

The competency statements in Table 12 have been grouped by the project staff into the following categories:

A. Program planning, development, and evaluation.

B. Instruction in school.

C. On-the-job instruction and coordination.

D. Management.

E. Guidance.

F. Instructional Evaluation.

G. School-Community Relations.

H. Professional role and activities.

This categorization is tentative only and is based solely upon the judgement of the project staff. Grouping of competencies for use in a preservice or inservice program can be accomplished based on the unique needs of participants and the objectives of the particular program.

It is recommended that the assessment criteria listed in Table 12 be reviewed and revised where necessary to fit the unique needs of particular preservice or inservice programs designed to prepare or upgrade teacher-coordinators in cooperative vocational education programs.

47

Table 12

Assessment Criteria for Competencies

Category A: Program Planning, Development and Evaluation

1. Conduct or participate in a community-needs survey.

   a. Advisory committee was involved in community survey.
   b. The survey instrument was developed.
   c. The geographic area was identified.
   d. State and local personnel were involved.
   e. Labor representatives were involved.
   f. Prospective students were surveyed.
   g. Parents of prospective students were surveyed.
   h. Representative employers were contacted.
   i. Results of the survey were disseminated.

2. Establish needed cooperative vocational educational program.

   a. A community needs survey was a rationale for the new cooperative vocational education program.
   b. A student needs survey provided data concerning students' interests in the cooperative vocational education program.
   c. Local, district and state educational representatives were involved in the program design.
   d. A vocationally certified teacher-coordinator was hired.
   e. A steering committee representing education and the community advised in the cooperative vocational education program design stage.
   f. An orientation and recruitment plan for students was organized.
   g. A plan for community awareness program was developed.
   h. Criteria were established to select students.
   i. An information pamphlet for prospective employers was designed and prepared.

3. Maintain an advisory committee for a cooperative vocational education program.

   a. The role and function of the advisory committee was identified.
   b. The criteria for selection of advisory committee members were identified.
   c. Committee members were selected based on identified criteria.
   d. The establishment of the advisory committee, its members, and its functions were publicized within the community and the school.
   e. The advisory committee members were oriented to their role and function.
   f. The annual agenda was presented for approval to the committee members.
   g. The teacher-coordinator served as secretary to the advisory committee.
   h. The date, place, time, and agenda for all meetings were communicated to all members.
   i. Resource persons were invited to advisory committee meetings.
   j. Liaison between the committee and school administration was observed.

4. Secure advisory committee recommendations for training stations.

   a. Criteria were established for selection of training stations.
   b. Criteria were disseminated to advisory committee members.
   c. Advisory committee members' suggestions for training stations were secured.
   d. Record of possible training stations was kept on file.

5. Perform task analysis of jobs.

   a. Employers were consulted pertaining to job duties and tasks.
   b. Previously constructed inventories were identified and utilized.
   c. Curriculum materials were identified and utilized.
   d. Duty and task statements were formulated and categorized.
   e. Initial list of duty and task statements was verified by employers and employees.
   f. Duty and task statements were revised to reflect employers' and employees' comments.
   g. A final version of task and duty statements was validated by employers and employees.

6. Establish criteria for selection of student-learners in cooperative programs.

   a. Potential students for the program were identified.
   b. Data concerning student-learners were gathered and recorded.
   c. Occupational (aptitude and/or interest) tests were administered, scored and recorded.
   d. Students and parents were interviewed.
   e. Counselors, teachers and parents were consulted concerning students' possible success in the program.

Table 12

Category A: Program Planning, Development and Evaluation (continued)

f. A formal agreement defining student, parent and teacher-coordinator responsibilities was signed and filed.
g. The students' unique characteristics were matched with the appropriate training station.
h. Students' on-the-job training hours and wages were approved.

7. Assist in establishing cooperative programs for younger students.

a. The teacher-coordinator assisted in preparing and conducting community and school needs survey.
b. The experienced teacher-coordinator served as advisor to the teacher-coordinator of the proposed cooperative program.
c. The teacher-coordinator conferred with local administrators and State Department personnel.
d. The teacher-coordinator conferred with counselors, teachers, parents and employers about the proposed cooperative program.
e. Local, State, and Federal laws were followed.

8. Develop procedures for job and program transfer.

a. Student's career objectives were re-examined prior to job or program transfer.
b. The student, counselor, parents and teacher-coordinator were cooperatively involved.
c. Procedures for transfer were followed as outlined by student-teacher decision.

10. Evaluate the effectiveness of the cooperative program.

a. Objectives for the program were reviewed.
b. Student performance goals were reviewed.
c. General objectives and student performance goals were compared with student performance.
d. Students evaluated their classroom and on-the-job training experiences.
e. Differences between expected and actual performance were recorded for future planning.
f. The teacher-coordinator assisted with the state/county formal follow-up study.
g. Appropriate program revisions were made after the follow-up.

11. Obtain information from the advisory committee on ways to improve related instruction and on-the-job training.

a. Related instruction was determined by on-the-job performance and employer evaluations.
b. Students' needs were analyzed and profiled.
c. The advisory committee members examined the students' need profiles and offered appropriate input.
d. The advisory committee conferred with students.

12. Conduct follow-up study of former student-learners.

a. Follow-up information on placement, employment and training status of graduates was continually obtained and recorded.
b. Follow-up data from employers of graduates were continually obtained and recorded.

13. Survey job possibilities for handicapped students.

a. An advisory committee was involved in the survey.
b. The survey instrument was developed.
c. Possible job sites were identified and employers were contacted.
d. State and local personnel were involved.
e. Results of the survey were disseminated.

25. Make available bilingual related instruction and appropriate on-the-job training experiences to meet the needs of students with language barriers.

a. A bilingual instructor was secured.
b. Instructional aids were developed to assist bilingual students in developing entry level skills.
c. Instructional aids presently published relating to bilingual instruction were identified and secured.
d. The student was placed at a training station where the language barrier would not hinder job competence.
e. Instruction was geared to solving problems associated with bilingual students.
f. Competencies needed on the job were identified.
g. Instruction was geared toward identified competencies.
h. Educational objectives unique to bilingual students were identified.
i. Instruction and learning experiences reflected career and job objectives of the bilingual student.

Table 12

Category B: Instruction--In School

15. Develop instructional plans for each student.

a. Format for instructional execution was decided (large group or individualized).
b. General performance objectives for the program were reviewed.
c. Student records, test scores and other pertinent information were reviewed.
d. On-the-job expectancies and needed skills were identified.
e. Students were involved.
f. Unit plans for instruction were correlated with on-the-job training.
g. Appropriate instructional materials were procured.
h. Units of instruction were developed.

17. Provide related instruction.

a. Distinction between generic occupational competencies and specific occupational and job competencies was determined.
b. Learning experiences for students were identified.
c. The vocational and career development/discovery approaches to instruction have been used.
d. Educational objectives were defined.
e. Instruction was associated with the student's individual job and career objective.
f. The sequence of instruction was determined.
g. Suitable methods, media and materials were employed.

18. Correlate related instruction with student-learner's on-the-job training.

a. Evaluation criteria were identified.
b. The training capability of the employer-trainer job instructors,was assessed.
c. The employer-trainer was offered help with developing appropriate teaching techniques.
d. The instructional needs of the student in the training station were systematically evaluated.
e. The learning tasks of the individual student were identified by the evaluation.
f. Performance-based objectives were developed.
g. The daily working tasks have been recorded by the student for periodic evaluation and possible revision of related instruction.
h. Learning activities were reviewed by the on-the-job instructor.
i. The performance of the student was evaluated in school and on the job to determine the proficiency levels.
j. The student was involved in the planning and evaluation processes.

19. Plan future instruction based on the student-learner's on-the-job experience daily report.

a. Student, on-the-job instructor, and teacher conducted a task analysis.
b. Priorities were established for additional in-school or on-the-job instruction.
c. The instructional plan was based on student needs and priorities.

20. Obtain suggestions from employer-trainer to guide in the selection and updating of lessons for related instruction.

a. Suggestions from employers concerning future instruction were gathered and recorded.
b. The employer-trainer was included in the planning process.
c. Student performance in school and on the job was discussed by student, employer, and teacher.

22. Provide remedial or advanced instruction needed by individual students.

a. An ongoing plan for student performance evaluation was defined.
b. Evaluation procedures included components for identifying weaknesses and strengths.
c. Individual student's learning tasks were revised as needed.
d. Appropriate educational specialists have been consulted when necessary.
e. The remedial or advanced needs of students were provided.

27. Secure equipment needed for related instruction.

a. Classroom equipment was identified based upon special training needs.
b. Instructional equipment resources were identified within the school community.
c. A library of instructional materials was compiled.
d. Additional and replacement equipment was identified.
e. Requests for additional/replacement were processed.
f. Alternate means for securing needed equipment were identified.

52. Use a student-centered teaching approach.

a. Students were involved in the total instructional process.

Table 12

Category B: Instruction--In School (continued)

b. Student performance objectives were written.
c. An open-door policy was maintained.
d. Interest for students as individuals was demonstrated.
e. Home visits were conducted frequently.
f. Personal concern for the student and family was demonstrated.
g. Students were assisted with their educational as well as personal problems.
h. The abilities of the advanced students were challenged.
i. Remedial work for the slower students was provided.

Category C: On-The-Job Instruction and Coordination

9. Inform school administration of the weekly coordination itinerary.

a. Off-campus visits were recorded.
b. Itinerary was filed with school administration.
c. Contact was made with the school while on supervisory visits.
d. Mileage records were accurately maintained.

16. Develop a training agreement between student-learner, parent, school, and Employer-Trainer.

a. The purposes of the training agreement were explained.
b. The skills, attitudes and information needed for a successful career in the student's chosen occupation were identified.
c. Work activities to be accomplished by the student during the school year were developed.
d. The knowledge and skills needed to accomplish the work activities were listed.
e. A systematic training plan for the student was approved.
f. A plan was developed for on-the-job supervision by the coordinator.
g. School and work schedules were arranged.
h. The student understood that he could not quit a job without the coordinator's approval.

21. Select work experiences that will provide disadvantaged and handicapped students with some experience of success.

a. A student-centered teaching approach was used.
b. Alternative learning activities were developed.
c. Short term learning activities were developed for disadvantaged and handicapped students.
d. Immediate feedback was provided for the students.
e. Instructional content was geared to student's success level.

23. Provide related instruction and on-the-job training experiences to meet the unique needs of handicapped students.

a. Competencies needed on the job were identified.
b. Learning experiences for handicapped students were developed.
c. Educational objectives concerning handicapped students were defined.
d. Instruction was geared to the handicapped student's job and career objective.
e. Instruction was geared to solving unique problems handicapped students encounter on the job.
f. Unique methods that suit the needs of handicapped students were employed.
g. When needed, special physical facilities were provided if possible.
h. Handicapped students were placed on jobs where their completion of job tasks was not affected by their impairment.

24. Provide related instruction and on-the-job training experiences to meet the unique needs of disadvantaged students.

a. Competencies needed on the job were identified.
b. Learning experiences for disadvantaged students were developed and coordinated.
c. Educational objectives unique to disadvantaged students were defined.
d. Instruction was geared to the disadvantaged student's job and career objective.
e. Remedial instructional materials were provided for students who needed them.
f. Instruction was geared to solving problems disadvantaged students encounter at the training station.
g. Classroom materials were revised to reflect the reading levels of the students.
h. Instruction was student-centered.

33. Establish criteria for evaluating the training station potential of a business or industry.

a. Entry level training stations were identified.

Table 12

Category C: On-The-Job Instruction and Coordination (continued)

b. Criteria were established for evaluating the working environment.
c. Criteria were established to determine the reputation of the organization.
d. Standards were established for assessing the safety provisions of the business or industry.
e. Criteria were established for evaluating the physical facilities and equipment of the business or industry.

34. Evaluate potential training stations.

a. Prospective training station supervisors were identified.
b. The training station provided training experiences relevant to the student's career goals.
c. The training station provided opportunities for job rotation.
d. The student was supervised by a superior competent in the skills and technical aspects of the occupation.
e. The working conditions of the training station were evaluated as safe.
f. The training station had a good reputation for ethical business practices in the community.
g. The opportunity for working hours was at least 15 hours per week.
h. The training station had up-to-date facilities and equipment.
i. The location of the training station was easily accessible for the student.
j. The employer paid the student at least the minimum wage.
k. Appropriate local, state and federal laws were followed.

35. Select training stations.

a. Based upon the established criteria for selection of training stations, appropriate stations were chosen as on-the-job laboratories.

36. Establish criteria to evaluate qualifications of prospective employer-trainers.

a. Criteria were established for evaluating the personal characterictics of the prospective employer-trainer.
b. Standards were developed for assessing the prospective employer-trainer's technical competency.
c. Guidelines were established for judging the prospective employer-trainer's sincerity and interest in training students.

37. Select employer-trainers.

a. The criteria established for evaluating training stations was followed and approved in selection of employer-trainers.
b. The appropriate qualifications for employer-trainers were evaluated positively.
c. The employer-trainer was identified as a person highly skilled in the particular occupation.
d. The employer-trainer was motivated to guide the learner in the occupation.

38. Orient employer-trainers to objectives of the program.

a. The teacher was concerned with the employer's as well as the student's interest.
b. The employer was assured that the teacher would assist in any problems.
c. The teacher encouraged close liaison with the employer.

39. Develop a systematic training plan with the employer-trainer.

a. The employer was given an outline of the student's in-class activities periodically.
b. An activity guideline was developed to aid the employer in structuring on-the-job learning.
c. The training plan addressed both short and long range needs of the student.
d. The training plan was developed on a sequential basis.
e. Both student and employer input was solicited.
f. A record of student-learner progress was provided.
g. The training plan was provided for the teacher, student, parents and employer.

40. Assist the employer-trainer with development of teaching techniques.

a. An assessment instrument was used to identify employer's needs for teaching techniques.
b. The instruction was based upon the needs of the employer-trainers and the student.

41. Assist employers in complying with all state and federal labor laws.

a. Contact was made with the local or regional office of the Wage and Hours and Public Contracts of the U.S. Department of Labor to obtain up-to-date information on labor laws.

Table 12

Category C: On-The-Job Instruction and Coordination (continued)

b. Wage and Hour regulations that the organization has to comply with were studied to determine the Wage and Hour classification of the cooperating employer.
c. Employers were informed of Wage and Hour regulations concerning student workers.

42. Provide a workshop to assist employer-trainers in upgrading instructional skills.

a. The need for a workshop was established.
b. The objectives of the workshop were determined.
c. Resource persons and instructional materials were obtained.
d. The instruction provided was based upon the needs of the employer-trainers.
e. Evaluation of the workshop was a continuous process in order to determine progress.

43. Assist the employer-trainer's personnel in accepting the student-learner.

a. The employer-trainer was assisted in informing the personnel of training station.
b. The personnel were encouraged to discuss the cooperative program at the training station.
c. Conferences were held with training station personnel to acquaint them with the cooperative vocational education program.

44. Maintain good work relationships with employer-trainer.

a. Personal acquaintance was made with employer.
b. Information was shared with the employer.
c. The employer was accepted as a co-worker.
d. The employer was given assistance when requested.

45. Coordinate on-the-job training.

a. Supervisory visits were made by the teacher.
b. Appropriate number of evaluations were conducted.
c. Assistance was given to the employer when requested.
d. Systematic planning of Coordination time was conducted.

48. Aid student-learners in procuring work permits, social security cards, and health permits.

a. The requirements for procuring work permits, social security cards and health permits were established.
b. Students were assisted in obtaining and completing the appropriate forms.

49. Assist students in obtaining appropriate wages and school credit for on-the-job training.

a. Federal, state, and local labor and wage and hour laws were reviewed with the student and employer.
b. Guidelines for minimum wages were prepared in accordance with wage regulations.
c. The training station wages were agreed upon with the employer, student, and instructor.
d. Arrangements were made for the student to receive school credit for on-the-job training.

Category D: Management

26. Assist with budget development.

a. Program needs were identified.
b. Projected needs of the program were identified.
c. Local, state, and federal requirements were reviewed to assure compliance with policies.
d. Format and deadline dates were adhered to.
e. Amount of funds needed by the program was determined.
f. Priorities were established for inclusion.
g. Appropriate budget request forms were completed and submitted.
h. Necessary changes were made and a revised budget submitted.

30. Maintain current job opportunities for the handicapped.

a. Local and state employment agencies were periodically contacted to keep abreast of their occupational data pertaining to the handicapped.
b. The occupational specialist in the school was involved in securing occupational data on the handicapped.
c. A file was maintained of possible job opportunities for handicapped students.

Table 12

Category D: Management (continued)

d. The advisory committee was consulted for the purpose of securing occupational data for handicapped students.

31. Obtain information on personal liabilities evolving from program management.

a. Conferences with appropriate individuals were conducted concerning personal liabilities.
b. Hazardous equipment and situations were identified and recorded.
c. Coverage of insurance policies was investigated.

32. Insure student-learners' safety and protection.

a. Approved safety apparel and devices were provided for students.
b. Procedures for administering first aid to students were established.
c. Specific instructional units on safety were developed and taught.

Category E: Guidance

14. Determine needs and interests of students.

a. Occupational tests were administered and interpreted.
b. Student application forms were analyzed.
c. An interview was conducted with the student to discuss career objectives and aspirations.
d. The student's cumulative folder material was reviewed and analyzed.
e. Parents were interviewed to obtain information about student needs and interests.
f. An open door consultation policy was established.

28. Keep accurate student records.

a. Information was gathered on students' physical development, home situation, academic achievement, emotional maturity, social development, interests, attitudes and problems.
b. Information was obtained from the guidance department, the teachers' files, and other faculty members.
c. Information was reviewed, organized and recorded for use.

29. Maintain a current file on jobs and employers.

a. Systematic procedures were developed to determine available jobs in the community.
b. A recording system for data collection was devised.
c. Community surveys were conducted.
d. Job files were continually updated and revised.

46. Orient students to the cooperative program.

a. The purposes and benefits of the cooperative program were communicated to the students.
b. Students were involved in planning appropriate activities to be conducted during the year.
c. Activities and responsibilities of students and teacher were outlined.

47. Prepare the student-learner for an interview with Employer-Trainer.

a. Information was given to the student on where and when to report for the interview.
b. The student was given instructions on how to present his salable skills to the cooperating employer.
c. The student was given information on what kinds of questions to expect from the cooperating employer.
d. The student was given an opportunity to practice interview techniques.
e. Information was given on the proper appearance for interviews.

50. Assist students in developing good work habits.

a. Desirable on-the-job work qualities, attitudes and habits for the occupation were identified with the assistance of on-the-job instructors.
b. Student qualities were compared with expected outcomes and an appropriate program to overcome deficiencies was designed.

Table 12

Category E: Guidance (continued)

c. A system was organized with the help of the on-the-job employer for the periodic evaluation of students' work habits on the job.

51. Assist students in developing good employer-employee relationships.

a. Good employer-employee relationships were identified.
b. Employer-trainers were consulted to identify successful employer-employee relationships.
c. Students were compared against successful characteristics of good employees.
d. Evaluations included self-appraisal, teacher-coordinator and employer-trainer input.
e. Students were assisted in improving their skills relating to effective employer-employee relationships.

57. Assist in developing a program of vocational guidance.

a. The educational needs and interests of students were used to develop goals and objectives for vocational guidance.
b. Students were provided opportunities to learn more about occupations.
c. School faculty were made aware of the relevance of vocational guidance.
d. A systematic plan for implementing a vocational guidance program was developed.

58. Counsel with cooperative vocational students.

a. The student data file was studied prior to the conference.
b. Settings conducive to individual or group sessions were provided.
c. Rapport was established with the student.
d. The purposes for conducting the conference were reviewed with the student.
e. The student was encouraged to discuss his thoughts, feelings and concerns.
f. The student was encouraged to consider alternative solutions to problems.
g. The student was guided in summarizing the conference.

59. Work with school guidance personnel in meeting needs of cooperative students.

a. Students were informed of available guidance services.
b. Assistance was given the guidance staff in making case studies.
c. Career information was shared with the guidance staff.
d. Arrangements were made with the guidance staff to utilize student records maintained by the guidance department.
e. Joint meetings involving the guidance staff and the teacher-coordinator were held to exchange information, perform joint evaluations, and make recommendations.

60. Interview students to obtain student-learner interest and aptitude information.

a. Students' aptitudes and interests were identified.
b. The student's aptitudes and interests were discussed.
c. The student and parents were encouraged to ask questions, make comments and express their ideas during the interview.
d. A record of the interview was placed in the student's file.

61. Interpret occupational tests to help with student-learner selection and placement.

a. Individual conferences were held with students to review their profiles and test results.
b. The meaning and results of interest profiles and aptitude tests were explained to the students in terms of clusters of occupations rather than specific occupations.
c. The correlation between the test and profile results and student expressions of interest were determined.
d. The student expressed an understanding of the significance of the tests and inventories at the end of the conference.

62. Provide student-learners with materials on occupational opportunities.

a. The duties and tasks required in the occupation were explained.
b. Personnel and skill requirements of the occupation were described.
c. The working conditions and salary associated with the occupation were described.
d. The opportunties for advancement within the occupation were explained.
e. Resource persons representing the occupation were utilized.
f. Information on occupational opportunities was assembled and displayed.
g. Students were furnished with publications on occupational opportunities.
h. Students were allowed to visit selected businesses of special interest.

63. Assist the student-learner in the solution of problems related to on-the-job training.

a. Student records and other background materials were available for reference.
b. The student was assisted in defining the problem.
c. Possible solutions for the problem were identified.

Table 12

Category E: Guidance (continued)

d. Open communication was maintained between school personnel and the cooperating employer to help prevent and solve job-related problems.
e. A follow-up was made to determine whether the problem had been solved.
f. Student, employer and coordinator conferences were held to prevent problems.

64. Assist students in finding employment after leaving program.

a. Students were assisted in developing resume.
b. Students were assisted in preparing for interviews with potential employers.
c. Students were assisted in locating available job opportunities.
d. Students were assisted in securing and completing job applications, letters of referral, etc.

65. Maintain an effective public relations program.

a. Policies were developed regarding the public relations program.
b. Activities were coordinated with school personnel/community/parents/students.
c. Presentations and speeches were given to various groups concerning the program.
d. Program brochures were prepared.
e. The news media was utilized in disseminating information on program activities.
f. School personnel were encouraged to serve in various professional and community organizations.
g. Good rapport was maintained between the school and community members, other schools, employment agencies, state department personnel, union officials, and local business and industry.

Category F: Instructional Evaluation

53. Develop, administer, and interpret evaluation forms for on-the-job training.

a. Personal qualities and skill competencies necessary for on-the-job success were identified.
b. An appropriate weighting or grading scale was devised.
c. The student was familiarized with the evaluation system.
d. The student's progress on the job was measured periodically.
e. Student evaluations were derived from a combination of employer and coordinator observations.
f. Results were discussed with student.

54. Evaluate the student-learner's progress reports.

a. The student's evaluation records were reviewed.
b. The student's progress was assessed in relation to his achievement potential.
c. The results of the evaluation were utilized in making improvement in instruction.

55. Evaluate the student-learner's performance and personal characteristics on the job.

a. Desirable on-the-job work habits and personal characteristics were identified with the assistance of the on-the-job instructor.
b. A system was organized for the periodic evaluation of the student.
c. The results of the evaluation were reviewed with the student in order for the student to modify work habits and personal charateristics.

56. Evaluate the quality of on-the-job training student-learners receive.

a. Student performance was compared to expected outcomes.
b. Student evaluation of on-the-job training was utilized.
c. Training sites were evaluated using specific criteria.

Category G: School-Community Relations

66. Establish and maintain good relations with students, school personnel, parents, and the community.

a. An open door policy was established.
b. Communication of school activities and accomplishments was employed at all levels.

Table 12

Category G: School-Community Relations (continued)

c. Good rapport was established with students, school personnel, parents, and members of the community.
d. Consideration for the feelings of all groups was exhibited.
e. Advisory committees were utilized.
f. Good public relations was established with the media.
g. A directory of community resource persons was maintained.

67. Communicate the Cooperative Vocational Education concept to personnel in education, business and industry.

a. Arrangements were made to speak at community meetings.
b. The teacher-coordinator participated in school functions to explain the cooperative concept.
c. The coordinator established and maintained good relations with business leaders.
d. Brochures, news releases, and other means of communication were utilized.

68. Maintain cooperation with schools in the same area.

a. Opportunities were sought to cooperate with other schools.
b. Other schools were invited to attend special programs and activities.
c. Lines of communication were kept open with the faculty and administration of of other schools.

69. Consult with state personnel, teacher educators, and heads of other cooperative programs.

a. Good working relations were established with personnel of other agencies.
b. Appropriate agency or individual was contacted for assistance when needed.

70. Use services of other agencies such as the Department of Labor, Labor Unions, associations of employers, Chamber of Commerce, etc.

a. Communication was established with personnel of other agencies.
b. Services of these agencies were identified and recorded.
c. Agencies were informed of the activities of the cooperative program.
d. Appropriate agency was contacted when service was needed.

Category H: Professional Role and Activities

71. Sponsor an employer-employee appreciation event.

a. Administrative approval for the event was obtained.
b. Students were assisted in planning and implementing the event.
c. The success of the event was evaluated.

72. Develop appropriate co-curricular activities, such as student organizations.

a. Approval from the school administration for establishing co-curricular activities was obtained.
b. State department personnel were contacted for assistance.
c. A student committee was organized to determine student interests in co-curricular activities.
d. Appropriate activities were established.
e. Teacher-coordinator participated in activities.

73. Maintain standards of teacher-coordinators.

a. The ethical standards of teacher-coordinators were identified.
b. The teacher-coordinator upheld high ethical standards in professional work with students and all professional contacts.
c. Leadership was provided in assisting others in upholding the ethical standards for teacher-coordinators.

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APPENDIXES

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APPENDIX A

COOPERATIVE VOCATIONAL EDUCATION

INSTRUCTIONS

Listed below are professional skills that may or may not be important to vocational education teacher-coordinators, administrators, or supervisors serving in cooperative vocational education programs. Some skills may be more important for teacher-coordinators, while others may be more important for program administrators, supervisors, or coordinators. Please read each item carefully and rate the importance of each item to persons in positions similar to yours. If you currently serve as a teacher-coordinator as well as an administrator, supervisor or coordinator overseeing cooperative programs, please rate the items based on your primary role. There are no right or wrong responses. Some items may be very important, while others may not be important. Please note that the first item has been marked as an example. For your convenience, the following terms used throughout the instrument have been defined: STUDENT-LEARNER -- any student who is enrolled in any cooperative vocational education program; TEACHER-COORDINATOR -- school personnel who supervises the student-learner in any cooperative vocational education program; EMPLOYER-TRAINER -- individual directly responsible for on-the-job instruction of student-learner.

		Very Important					Not Important
0.	Use sound principles of public speaking.	1	(2)	3	4	5	6
1.	Conduct or participate in a community-needs survey	1	2	3	4	5	6
2.	Establish needed cooperative vocational educational program.	1	2	3	4	5	6
3.	Maintain an advisory committee for a cooperative vocational education program.	1	2	3	4	5	6
4.	Secure advisory committee recommendations for training stations.	1	2	3	4	5	6
5.	Perform task analysis of jobs.	1	2	3	4	5	6
6.	Establish criteria for selection of student-learners in cooperative programs	1	2	3	4	5	6
7.	Assist in establishing cooperative programs for younger students	1	2	3	4	5	6
8.	Develop procedures for job and program transfer.	1	2	3	4	5	6
9.	Inform school administration of the weekly coordination itinerary.	1	2	3	4	5	6
10.	Evaluate the effectiveness of the cooperative program.	1	2	3	4	5	6
11.	Obtain information from the advisory committee on ways to improve related instruction and on-the-job training	1	2	3	4	5	6
12.	Conduct follow-up study of former student-learners	1	2	3	4	5	6
13.	Survey job possibilities for handicapped students.	1	2	3	4	5	6
14.	Determine needs and interests of students.	1	2	3	4	5	6
15.	Develop instructional plans for each student	1	2	3	4	5	6
16.	Develop a training agreement between student-learner, parent, school and Employer-Trainer.	1	2	3	4	5	6
17.	Provide related instruction.	1	2	3	4	5	6
18.	Correlate related instruction with student-learners' on-the-job training	1	2	3	4	5	6
19.	Plan future instruction based on the student-learner's on-the-job experience daily report	1	2	3	4	5	6
20.	Obtain suggestions from Employer-Trainer to guide in the selection and updating of lessons for related instruction.	1	2	3	4	5	6
21.	Select work experiences that will provide disadvantaged and handicapped students with some experience of success	1	2	3	4	5	6

Over

		Very Important					Not Important
22.	Provide remedial or advanced instruction needed by individual students.	1	2	3	4	5	6
23.	Provide related instruction and on-the-job training experiences to meet the unique needs of handicapped students	1	2	3	4	5	6
24.	Provide related instruction and on-the-job training experiences to meet the unique needs of disadvantaged students	1	2	3	4	5	6
25.	Make available bilingual related instruction and appropriate on-the-job training experiences to meet the needs of students with language barriers.	1	2	3	4	5	6
26.	Assist with budget development.	1	2	3	4	5	6
27.	Secure equipment needed for related instruction	1	2	3	4	5	6
28.	Keep accurate student records	1	2	3	4	5	6
29.	Maintain a current file on jobs and employers	1	2	3	4	5	6
30.	Maintain current employment opportunities for the handicapped	1	2	3	4	5	6
31.	Obtain information on personal liabilities evolving from program management	1	2	3	4	5	6
32.	Insure student-learners' safety and protection.	1	2	3	4	5	6
33.	Establish criteria for evaluating the training station potential of a business or industry.	1	2	3	4	5	6
34.	Evaluate potential training stations.	1	2	3	4	5	6
35.	Select training stations.	1	2	3	4	5	6
36.	Establish criteria to evaluate qualifications of prospective Employer-Trainers.	1	2	3	4	5	6
37.	Select Employer-Trainers.	1	2	3	4	5	6
38.	Orient Employer-Trainers to objectives of the program	1	2	3	4	5	6
39.	Develop a systematic training plan with the Employer-Trainer.	1	2	3	4	5	6
40.	Assist the Employer-Trainer with development of teaching techniques	1	2	3	4	5	6
41.	Assist employers in complying with all state and federal labor laws	1	2	3	4	5	6
42.	Provide a workshop to assist Employer-Trainers in upgrading instructional skills.	1	2	3	4	5	6
43.	Assist the Employer-Trainer's personnel in accepting the student learner.	1	2	3	4	5	6
44.	Maintain good work relationships with Employer-Trainer.	1	2	3	4	5	6
45.	Coordinate on-the-job training.	1	2	3	4	5	6
46.	Orient students to the cooperative program.	1	2	3	4	5	6
47.	Prepare the student-learner for an interview with Employer-Trainer.	1	2	3	4	5	6
48.	Aid student-learners in procuring work permits, social security cards, and health permits	1	2	3	4	5	6
49.	Assist students in obtaining appropriate wages and school credit for on-the-job training.	1	2	3	4	5	6

Continued

		Very Important					Not Important
50.	Assist students in developing good work habits.	1	2	3	4	5	6
51.	Assist students in developing good employer-employee relationships.	1	2	3	4	5	6
52.	Use a student-centered teaching approach.	1	2	3	4	5	6
53.	Develop, administer, and interpret evaluation forms for on-the-job training	1	2	3	4	5	6
54.	Evaluate the student-learner's progress reports	1	2	3	4	5	6
55.	Evaluate the student-learner's performance and personal characteristics on the job	1	2	3	4	5	6
56.	Evaluate the quality of on-the-job training student-learners receive.	1	2	3	4	5	6
57.	Assist in developing a program of vocational guidance	1	2	3	4	5	6
58.	Counsel with cooperative vocational students.	1	2	3	4	5	6
59.	Work with school guidance personnel in meeting needs of cooperative students.	1	2	3	4	5	6
60.	Interview students to obtain student-learner interest and aptitude information.	1	2	3	4	5	6
61.	Interpret occupational tests to help with student-learner selection and placement.	1	2	3	4	5	6
62.	Provide student-learners with materials on occupational opportunities	1	2	3	4	5	6
63.	Assist the student-learner in the solution of problems related to on-the-job training.	1	2	3	4	5	6
64.	Assist students in finding employment after leaving program	1	2	3	4	5	6
65.	Maintain an effective public relations program.	1	2	3	4	5	6
66.	Establish and maintain good relations with students, school personnel, parents, and the community	1	2	3	4	5	6
67.	Communicate the Cooperative Vocational Education concept to personal in education, business and industry	1	2	3	4	5	6
68.	Maintain cooperation with schools in the same areas	1	2	3	4	5	6
69.	Consult with state personnel, teacher educators, and heads of other cooperative programs.	1	2	3	4	5	6
70.	Use services of other agencies such as the Department of Labor, Labor Unions, associations of employers, Chamber of Commerce, etc.	1	2	3	4	5	6
71.	Sponsor an employer-employee appreciation event	1	2	3	4	5	6
72.	Develop appropriate co-curricular activities, such as student organizations	1	2	3	4	5	6
73.	Maintain standards of teacher-coordinators.	1	2	3	4	5	6

Over

In the blanks below, please add any additional Cooperative Vocational Education professional skills that you feel are important. Please rate the importance of these additional skills.

		Very Important					Not Important
74.	_____	1	2	3	4	5	6
75.	_____	1	2	3	4	5	6
76.	_____	1	2	3	4	5	6
77.	_____	1	2	3	4	5	6
78.	_____	1	2	3	4	5	6

PROFESSIONAL DATA

Please check the appropriate response for each item as it applies to you in your current position.

1. Your primary responsibility: ___ cooperative teacher-coordinator; ___ coordinator of cooperative program in particular vocational service area; ___ director of cooperative programs in school; ___ director of all county-wide cooperative programs; ___ Other: _____.
2. Title of cooperative program in which you serve: _____.
3. Level(s) of cooperative program in which you serve: ___ Middle School; ___ Secondary School; ___ Area Vo-Tech Center; ___ Community College.
4. Total Number of Years in Present Position: ___ 1-5; ___ 6-10; ___ 11-15; ___ 16-25; ___ over 25.
5. Total Number of Years in Vocational Education: ___ 1-5; ___ 6-10; ___ 11-15; ___ 16-25; ___ over 25.
6. Total Number of Years in occupational area in which you now teach: ___ 1-5; ___ 6-10; ___ 11-15; ___ 16-25; ___ over 25.
7. Highest degree held: ___ High School; ___ Associate; ___ Bachelor's; ___ Master's; ___ Advanced Master's; ___ Doctorate. No. of qtr. hours beyond your highest degree: _____.
8. Age: ___ 20-30; ___ 31-40; ___ 41-50; ___ 51-60; ___ over 60.
9. Sex: ___ Male; ___ Female.
10. (Teacher-Coordinator Only): Approximate percent of your time spent presenting related and technical instruction: _____.
11. (Teacher-Coordinator Only): Approximate percent of your time spent in coordination activities: _____.

Thank You.

Please place the completed questionnaire in the self-addressed, stamped envelope provided and return it to us by mail.

Vocational Education
Florida State University
Tallahassee, Florida 32306

APPENDIX B

College of Education
Vocational Education
904 Wildwood Drive

The Florida State University
Tallahassee, Florida 32306

December 1, 1975

To: Vocational Educators Serving in all Cooperative Vocational Education Programs

Dear Colleague:

We need your help! We are in the process of identifying important professional skills that are needed by teacher-coordinators, administrators, and supervisors serving in cooperative vocational education programs. Important professional skills identified may then be included in programs to prepare these individuals. Practitioners in the field, such as you, are the most qualified source to identify important professional skills.

Enclosed is a survey instrument which lists various professional skills that may or may not be important to teacher-coordinators, administrators, or supervisors serving cooperative vocational education programs. Please take a few minutes to review these skills and rate each as to its importance to someone in a position similar to yours. Your responses will be held in strict confidence. Please complete the instrument, and return it to us in the business-reply envelope enclosed for your convenience by December 15, 1975.

We realize your professional duties require a great deal of your time; however, you are the most qualified source to identify important skills. Your help will be greatly appreciated. We look forward to receiving your response.

Sincerely yours,

Robert E Andreyka

Robert E. Andreyka
Program Leader

ay

Enclosures

APPENDIX C

College of Education
Vocational Education
904 Wildwood Drive

The Florida State University
Tallahassee, Florida 32306

January 2, 1976

TO: SELECTED SUPERVISORS AND COORDINATORS
OF VOCATIONAL EDUCATION PROGRAMS

FROM: Robert E. Andreyka, Program Leader REA

SUBJECT: Cooperative Vocational Education Survey

Recently we mailed a survey packet asking you to participate in an exemplary project identifying skills important to teacher/coordinators, administrators and supervisors serving in cooperative vocational education programs.

As a follow up, we are asking your assistance by completing the enclosed survey instrument and returning it to us by January 16. If you have returned the original instrument, please disregard this additional request. Your reply is vital to the success of the project.

You will note a number in the upper right-hand corner of the survey instrument. This number will be used for control of the survey instrument only and will not affect the confidentiality of your responses.

Thank you for your assistance.

/dts

Enclosures: Survey Instrument
Reply Envelope

APPENDIX D

Open-Ended Responses By Cooperative Vocational Education Teachers-Coordinators

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Program Planning, Development and Evaluation

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1. Before changing from one cooperative program to another, think of what is best for the student, not what is best because we will receive more money from that program.
2. Technical qualification in subjects taught.
3. Actual work experience in addition to college degree in order to be a vocational teacher.
4. Make job surveys often.
5. Adequate faculty with program.
6. Have business experience (oneself) in the community.
7. Have had prior teaching experience other than coop.
8. Establish yearly goals for himself and meet them (management by objective).
9. Appropriate recent job experience.
10. Good personality.
11. D.E. and D.C.T. requirements should be the same for teacher certification.
12. Certification for V.O.E. should include D.C.T. and D.E. teachers.
13. Skills well covered; however, there are some indirect factors that are important to working in the cooperative program: Broad background in training; experience in classroom and on-the-job; efficiency in planning and procedures; personality; sense interest in teaching and young people; public relations.
14. Have a minimum of 5 years work experience which includes supervision.
15. Have some degree of experience in field of program being coordinated.
16. Ability to communicate needs of employer to trainee.
17. Ability to communicate needs of trainee to employer.
18. Need to cooperate with employer to meet his standards.
19. Have knowledge of skills you cover as coordinator.
20. Interpersonal skills (to relate to employers and teachers).

Instruction--In School

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1. Most important is how we are teaching how to get along with other employees.

Instruction--In School (continued)

2. Adjustment of personal characteristics to current environment.
3. Ability to perform with inefficient and insufficient equipment.
4. Develop a unit on "How to get along with other people."
5. Develop self-discipline.
6. Develop good attitude.
7. Develop courtesy.
8. Have initiative.
9. Have pride in personal appearance.
10. Develop responsibility and dependibility.
11. Develop a sense of pride in your work.
12. By precept--example, encourage students to place a high value on morality, honesty, integrity and hard work.
13. Ability to synchronize vocational skill education to independent job.
14. Need to instruct student in free enterprise economy and his responsibility of maintaining a profit for his employer.
15. Language skills.
16. Math skills.
17. Writing skills.
18. Salesmanship.
19. More formal training in employability skills.
20. Handicapped and disadvantaged students should be worked into the existing programs but no special programs should be set up for them.
21. Career development (theory and techniques).

On-the-Job Instruction and Coordination

1. What does the company provide in the way of training for a student-learner?
2. The employer and employee relationship should remain between them.
3. Wages should be between employee and employer.
4. Too much coordinator interference and requests for paperwork discourages program.
5. Number 49 is not easy in all cases concerning school credit.

Management

1. Protect instructor with reference to liability.

Guidance

1. Ability to relate directly to student as a human begin.
2. Use conferences with pupils often.
3. To be available to students at all times.
4. Trying to do what is best for each student.
5. Availability to students 24 hours per day.
6. The ability to get young people to confide in you.
7. Understand and cooperate with student needs and desires.
8. Vocational guidance.
9. Ability to relate to students.
10. Ability to maintain discipline.
11. Administer computer-assisted placement.
12. Evaluate students in "their attitude."
13. Getting to know the students personally.
14. Help student with personal problems with counseling.
15. Knowledge of salaries in local area.
16. Counseling skills.
17. Professional training as a counselor.
18. Keep up-to-date file on all school records.
19. Visits on-the-job--stay in contact with student.

Instructional Evaluation

1. Compatibility with adverse circumstances.
2. Interviewing techniques.
3. Frequent visits to employers.

School-Community Relations

1. Encourage parental involvement in the program.
2. Public relations training for teacher-coordinators.
3. Visit all businesses close to school.
4. Employer relations.
5. Job placement techniques.

School-Community Relations (continued)

6. Job analysis.
7. Good public relations.
8. Use services such as vocational rehabilitation and health department.
9. Establish professional relationships with area state and federal child labor offices.
10. Establish meaningful parent-teacher relationships.
11. Knowing when to talk to an employer.

Professional Role and Activities

1. Job development.
2. Annual workshop for work-experience coordinator (at least one).
3. Total dedication to your position.
4. The ability to work with all types of students.
5. To develop leadership insight.
6. Develop leadership in carrying out on-going student organizations.
7. I feel that I am unable to give a fair evaluation of the cooperative program since I have been involved with DCT for only 4 months. There are some areas I haven't been exposed to as of this date, but thanks anyway.
8. Constantly upgrade teacher performance through workshops.
9. Summer school inservice and other activities.
10. Knowledge in vocation guidance.
11. Fight for students' program and your job.
12. Stay on top of all things that are close to your program.

APPENDIX E

College of Education
Vocational Education
202 South Woodward

The Florida State University
Tallahassee, Florida 32306

April 19, 1976

We need your help in determining how to assess when vocational education teachers and related personnel have attained important professional competencies. The Vocational Education Program at FSU recently completed a study which identified professional competencies important to vocational teachers and related personnel.

The next phase of this project will be to identify assessment criteria for each competency. These criteria will be used to assess whether competencies have been attained. You have been identified as having expertise in one of the areas within the project. We would like to request your participation on a "jury" to examine a preliminary list of criteria and to recommend revisions.

We will be able to offer you an honorarium of $50 in appreciation for your help. Your participation will contribute to the development of more effective teacher education programs in Florida.

We will contact you soon to answer any questions you may have and determine if you are able to participate. Thank you.

Sincerely,

Robert E. Andreyka

Robert E. Andreyka
Program Leader

REA/lm

APPENDIX F

College of Education
Vocational Education
202 South Woodward

The Florida State University
Tallahassee, Florida 32306

M E M O R A N D U M

TO: Jury Members for Validation of Assessment Criteria

FROM: Robert E. Andreyka

DATE: April 26, 1976

Dear Colleague:

We appreciate your agreeing to serve on a jury to examine criteria that will be used to assess whether vocational educators have mastered important competencies. Please find attached a list of your responsibilities as a jury member and an outline and example of the types of criteria statements desired. Also attached is a brief overview of the Exemplary Competency-Based Vocational Teacher Education project, of which criteria identification and validation is a part.

A graduate assistant assigned to the project will be working closely with you. This individual will bring or mail the preliminary criteria statements to you and pick them up or supply mailing envelopes for your returning them.

Again, our thanks for your professional contribution to this project.

APPENDIX G

FLORIDA STATE UNIVERSITY
VOCATIONAL EDUCATION

Competency-Based Vocational Teacher Education Project

Responsibilities of Jury Members

1. Carefully examine the assessment criteria listed for each competency.
2. Determine if each criteria statement can be used to assess whether individuals have mastered the competency.
3. Make any additions, deletions, corrections or comments to the criteria statements you wish.
4. Have your revisions ready to be picked up or mail them by the date specified.

Criteria Statements Desired. When examining criteria statements, please determine if the criteria for each competency have the following characteristics:

1. Criteria statements covered all key elements of the competency.
2. Criteria statements were based entirely on the competency.
3. Criteria statements were written in past tense.
4. Criteria statements could receive only "yes" or "no" response.
5. Criteria were objective (did not rely heavily on judgement).

Example. Below is an example of a typical competency and appropriate criteria statements:

Component: Teaching in Trade and Industrial Education

Competency Category: Instructional Planning

Competency: Write a lesson plan.

Assessment Criteria:

1. The lesson was based on specific student performance objectives.
2. The introduction to the lesson was prepared.
3. An outline of the major concepts of the lesson was prepared.
4. The techniques and methods to be used in presenting the lesson were identified.
5. Learning experiences were selected based on the individual differences of students.
6. A summary of the lesson was prepared.
7. Evaluation devices/techniques were identified.
8. Resource materials were specified.

77

FLORIDA STATE UNIVERSITY
VOCATIONAL EDUCATION

Competency-Based Vocational Teacher Education Project

One of the main objectives of the Competency-Based Project at Florida State University is to change the teacher education curriculum from the traditional course-oriented approach to the more individualized competency or performance based approach. Instead of selecting a variety of courses in different vocational areas, individuals will work towards mastering important competencies. Where will the competencies come from? Vocational educators in Florida who are currently serving as teachers, administrators and related professionals have been involved in the competency identification process.

The Project is composed of several phases and includes the areas of Administration and Supervision, Career Education, Cooperative Vocational Education, Disadvantaged, Handicapped, Industrial Arts, Research, Trade and Industrial, and Technical Education. The team approach to identifying competencies in each area has been used, with graduate assistants, FSU faculty and other advisors as members of each team. During the Fall Quarter, each team identified a preliminary list of skills that were considered necessary for success in the different areas, such as administration, career education, etc. Each list was presented to a panel of experts for additions, corrections and revisions. The final list was developed into a questionnaire and sent to a sample of Florida vocational educators. These practitioners rated the competency statements as to <u>importance</u> for vocational educators in positions similar to their own. The team spent the Winter Quarter analyzing the results and determining which competency statements were considered most important. During the

Spring Quarter, the teams have been writing assessment criteria for the various competency statements. These criteria statements are now ready for examination by a jury. A jury has been selected for each area within the project to examine the criteria statements and recommend appropriate revisions.

The criteria for each competency will be used to determine whether individuals have mastered the competency. The criteria statements will be incorporated onto a check list that an evaluator may use to assess the individual's performance during or after the competency has been demonstrated.

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